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ABSTRACT

Intended to help teachers of young handicapped children identify specific development lags and plan for individualized remediation, the curriculum guide includes major sections on the individual pupil checklist, developmental pinpoints, the individualized education program (I. E. P.), teaching suggestions, the use of paraprofessionals and volunteers, parent involvement, resources, and bibliographies. The checklist allows detailed assessment of the child's communication, cognitive, psychomotor, and affective skills. The developmental section includes specific developmental tasks and usual age of attainment for skills in the areas of communication, pre-reading, pre-math, pre-writing, motor, self help, social interaction, and leisure time. A section on the I.E.P. explains the development of an I.E.P. and provides a model and example of an I.E.P. Specific teaching guidelines are given for lesson planning using the curriculum, writing and using behavioral objectives, developing themes, play, music and movement, nutrition, and adapting the curriculum to children with specific needs. Suggestions for teachers using paraprofessionals, for paraprofessionals learning principles of behavior management, and for schools wishing to develop volunteer programs are given. The section on parent involvement includes material to help teachers develop skills in working with parents and materials for parents to use directly. The resources section contains information on developmental guidelines, teacher made learning materials, and data collection. About 22 topical bibliographies are appended. (DB)

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Early Childhood Curriculum for the Handicapped

SIRSEA

Southwest Illinois Regional Special Education Association
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This curriculum was produced through the cooperative efforts of the Southwest Illinois Regional Special Education Association consultants, field-based teachers, and the Illinois Office of Education. The publication, production and dissemination were possible through Southwest Illinois Regional Special Education Association, Title VI-Part B Project funds and Title I, 89-313 Project funds from the Illinois Office of Education.

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Foreword

Educators have come to accept that there is a high correlation between early intervention and remediation in the educational development of handicapped children. Also, it is commonly expressed that most teachers, parents, and others who have responsibilities for the education of young handicapped children are in continuous search for better ways and materials to assist them in their educational programming efforts.

In response to such, the Southwest Illinois Regional Special Education Association, developed and published this curriculum guide. It was first developed in January, 1976, but has since been extensively field tested, revised, and updated.

Hopefully, it will have importance as a resource in helping educators, parents and others to more appropriately serve handicapped children during their developmental years.

Southwest Illinois Regional Special Education Association was able to produce this curriculum through the sanction and approval of its advisory committee, the Administrative District, Harmony-Emge #175, and the Illinois Office of Education.

While there are many of our staff whom we thank for contributing both time and expertise which made this curriculum possible, Mrs. Betty Treat and Mrs. Brenda Fyfe, with consultative assistance from Dr. James Teska, coordinated the development of the curriculum and deserve the most gratitude.

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Preface

The years of early childhood are characterized by rapid growth, the development of potential and experiences in the environment. Children under six have their own developmental patterns which include the cognitive, psychomotor and affectual structures as well as their social and interactive needs.

Many children whose growth rates and patterns vary from that of their peers and whose environments are not constructive are in need of special instruction during this critical growth period in order to develop to their maximum potential. Children with handicaps, while requiring special attention, are also in need of the same kinds of experiences that are crucial for all children.

The intent of recent legislation is to provide special education services to identifiable groups of handicapped children who are not presently being serviced in public schools because they are under five years of age and over three years of age. It is these children that we are concerned with as we begin to discuss more effective ways of instruction and remediation.

In the summer of 1975 a task force of consultants met to assess some ways in which a teacher of children in Early Childhood Education classes could more effectively serve the needs of these young handicapped children. The first edition of the curriculum was developed and published in January, 1976. The committee of consultants again met in the summer of 1977 to develop a revised edition. Teachers who had used the curriculum during the past one and a half years were invited to share suggestions and provide additional materials which they considered of importance in revising the curriculum.

From the first meeting, the major goal of the members of the Curriculum Task Force has been to develop a useful curriculum guide. Teachers must be able to identify specific development lags and plan for individualized remediation. They must teach in a manner that is appropriate for and appealing to the young children assigned to their classes. Accordingly, it was decided to provide all materials in a form that could be duplicated easily. In this way individual folders for each child, as well as teacher lesson plan books, could be made more easily.

The first three sections of the original edition of Curriculum for the Young Handicapped Child were: (1) Individual Pupil Checklist, (2) Developing Skill Competencies, and (3) Behavioral Objectives. It was the consensus of the Task Force and the early childhood teachers who used the curriculum that the Individual Pupil Checklist be retained with some revisions.

It was decided that Section Two (2) be replaced with the Developmental Pinpoints. The Pinpoints were considered a more useful resource for classroom teaching. Teachers expressed the idea that many of the behaviors in the checklist often need to be broken down into several substeps when translating them into daily behavioral objectives and teaching activities for individual children. The Developmental Pinpoints provide this sort of task analysis.

One of the requirements of Public Law 94-142 is that each handicapped child must have an Individualized Education Program (IEP). Section Three (3) of this edition addresses itself to this requirement.

The section entitled "What Do I Do Now" is intended to answer questions concerning the use of the checklist and pinpoints in developing an Individualized Educational Plan and daily lesson planning. It also addresses the subjects of Play, Music and Nutrition in programming for the young child.

Many early childhood teachers work with teacher aides and volunteers in the classroom but often receive little training in this area. Section Five (5) was included to provide useful information not only for the inexperienced teacher but also for the new paraprofessional or volunteer. The materials are meant to be shared with anyone who participates in the classroom program. Some of the information concerning behavior management may also be shared with parents on home visits or conferences.

Parent Involvement is widely accepted as a major and necessary component of early childhood programming. Section Six (6) provides information for both parent and teacher in developing various types of parent involvement programs. Emphasis is placed on the fact that parents and other family members have individual needs. No single approach to parent or family involvement will be appropriate for all.

Resources, Section Seven (7) covers a number of topics which the Early Childhood Teachers and consultants considered important to include in a curriculum for the young handicapped child. Most of the subsections were compiled from the many materials submitted by early childhood teachers in our region.

Finally, is an extensive bibliography which corresponds with the many areas of concern of this curriculum.

It is highly recommended that teachers add to and refine this guide to make it their own personal teaching aid. By adding their own ideas or forming an idea exchange with other teachers, this guide can become an ever-changing personal source of daily use to the teacher. Remember, you will get out of this guide exactly what you put into it. No guide can provide the universe of creative teaching ideas or cover all of the instructional objectives relevant to all students, teachers, or parents. However, by allowing teachers to add their own personal touches, the usefulness of this curriculum should be greatly increased.

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Southwest Illinois Regional Special Education Association would like to acknowledge the many educators who have contributed to the development of this guide:

Early childhood teachers in our region field tested the first edition of this curriculum and provided the additional materials, feedback and suggestions needed in developing the revised edition.

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INDIVIDUAL PUPIL CHECKLIST

1

INDIVIDUAL PUPIL CHECKLIST
and
INDIVIDUAL SUMMARY SHEET

Children who succeed in later educational experiences have developed many skills before they enter Kindergarten. They develop these competencies through their experiences at home and in the community. However. some children lag in developing these critical skills. For them, participation in an Early Childhood program may result in accelerated development.

Programs which have been most successful identify specific skills which children need to develop prior to school enrollment. The pages which follow list skills and indicate the ages at which most children have acquired them. These pages provide a checklist. By scanning them, a teacher may identify individual strengths and weaknesses.

Each teacher will want to reproduce the checklist so that a copy is available for each child's file.

The checklist is divided into the following Skill Areas:

1. COMMUNICATION AND COGNITION
2. PSYCHOMOTOR
3. AFFECTIVE

The skills are grouped in each area by age level. Directions for use of the Individual Checklist and the Summary Individual Checklist are provided on the checklists. It is suggested that the checklist be used on a regular basis. Spaces are provided to record data on four separate dates. It is also suggested that the Summary Sheet be completed in September, January, March and at the end of the school year.

The checklist items were taken from the following sources:

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INDIVIDUAL PUPIL CHECKLIST

NAME:

BIRTHDATE:

PARENTS:

ADDRESS:

SCHOOL YEAR: 19 - 19

SCHOOL:

TEACHER:

DATE	NOTES

INDIVIDUAL PUPIL CHECKLIST

NAME ____________________

Explanation of Symbols:

1. Upper section of box to contain date.
2. Lower section:
   - - = skill not presented
   - o = skill not achieved
   - E = skill emerging
   - A = skill achieved

SKILL COMPETENCY: I. Communication and Cognition

AREA: A. Cognition

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Removes cloth from face that obscures vision					
0-1	Looks for object that has been removed from direct line of vision					
0-1	Removes object from open container by reaching into container					
0-1	Places object in container in imitation					
0-1	Shakes a toy which makes a sound					
0-1	Transfers object from 1 hand to the other to pick up another object					
0-1	Finds object hidden under container					
0-1	Performs simple gestures (e.g., pat-a-cake)					
1-2	Matches like objects					
1-2	Matches objects with picture of same object					
2-3	Matches textures					
2-3	Matches 3 colors					
2-3	Puts together 4 part nesting toy					
2-3	Matches geometric form with picture for shape					
3-4	Can tell is object is heavy or light					
3-4	Puts together 2 parts of shape to make whole					
3-4	Matches one-to-one (3 or more objects)					
3-4	Arranges objects into categories					
3-4	Matches sequence or pattern of blocks and beads					
4-5	Matches symbols (letters & numbers)					

SKILL COMPETENCY: I. Communication and Cognition

AREA: A. Cognition (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
4-5	Points to missing part of pictured object					
4-5	Points out absurdities in picture					
5-6	Completes simple maze					

SKILL COMPETENCY: I. Communication and Cognition

AREA: B. Language

1. Receptive

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Looks for speaker					
0-1	Carries out simple direction when accompanied by gestures					
0-1	Stops activity at least momentarily when told "no" 75% of the time					
0-1	Answers simple questions with non-verbal response					
1-2	Follows 3 different one-step directions without gestures					
1-2	Can "give me" or "show me" upon request					
1-2	Points to 12 familiar objects when named					
1-2	Points to 3-5 pictures in a book when named					
1-2	Points to 3 body parts on self					
1-2	Points to self when asked, (Where's (name)?"					
1-2	Turns pages of book, 2-3 at a time, to find named picture					
2-3	Finds specific book on request					
2-3	Places objects in, on and under upon request					
2-3	Points to objects when use is described (We cut with a ------?)					
2-3	Gives more than one object when asked using plural form (blocks)					
2-3	Points to picture of common object when described by its use (10)					
2-3	Points to object that "is not ___" (is not a ball)					

SKILL COMPETENCY: I. Communication and Cognition

AREA: B. Language

1. Receptive (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
3-4	Points to 10 body parts on verbal command					
3-4	Points to 3 colors on request					
3-4	Carries out series of two unrelated commands					
3-4	Answers simple "how" questions by demonstration					
3-4	Identifies action in picture on request					
4-5	Places objects behind, beside, next to					
4-5	Carries out a series of 3 commands					
4-5	Demonstrates understanding of passive sentences (boy hit girl)					
4-5	Can find a pair of objects/ pictures on request					
4-5	Can find a top and bottom of items on request					
4-5	Indicates whether or not 2 words rhyme on request					
4-5	Indicates whether sound is loud or soft on request					
4-5	Can point to items on request after hearing simple description					
5-6	Understands most compound & complex sentences as well as simple ones					
5-6	Can find items when location is described					
5-6	Points to 1st, middle and last position					
5-6	Points to left and right of self					
5-6	Listens to stories & recalls the "plot" & some specific information					

SKILL COMPETENCY: I. Communication and Cognition

AREA: B. Language

2. Expressive

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Repeats self-produced sounds					

SKILL COMPETENCY: I. Communication and Cognition

AREA: B. Language

2. Expressive (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Repeats sound made by others					
0-1	Repeats some syllables 2-3 times (ma, ma, ma)					
0-1	Combines two different syllables in vocal play					
0-1	Imitates voice intonation					
0-1	Uses single word meaningfully to label object or person					
0-1	Vocalizes in response to speech of other person					
1-2	Uses appropriate intonation patterns in jargon speech					
1-2	Imitates 1 or 2 syllable words					
1-2	Imitates words inexactly					
1-2	Uses 2 words meaningfully					
1-2	Answers question, "What's this?" with object name					
1-2	Combines use of words & gestures to make wants known					
1-2	Says own name or nickname upon request					
1-2	Names 5 other family members, including pets					
1-2	Names 4 toys					
1-2	Asks for some common food items by name when shown (milk, cookie)					
1-2	Asks questions by a rising intonation at end of word or phrase					
1-2	Begins using simple two-word sentences					
1-2	Answers yes/no questions with affirmative or negative reply					
2-3	Uses word for bathroom need					
2-3	Names actions & action pictures					
2-3	Uses negation, "no" or "not"					
2-3	Answers "where" questions					
2-3	Names familiar environmental sounds					

SKILL COMPETENCY: I. Communication and Cognition

AREA: B. Language

2. Expressive (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Refers to self by own name in speech					
2-3	Uses "ing" verb form (running)					
2-3	Uses regular plural forms (book/books)					
2-3	Uses some irregular past tense forms consistently (went, did, was)					
2-3	Asks question, "What's this (that)?"					
2-3	Uses possessives (mommy's, daddy's, mine)					
2-3	Average sentence length, 2-4 words					
2-3	Uses articles: the, a, in speech					
2-3	Uses some class names (toy, animal, food)					
3-4	Says "is" at beginning of questions when appropriate					
3-4	Sentences average 3-5 words					
3-4	Tells full name when requested					
3-4	Uses regular past tense forms (jumped)					
3-4	Tells about immediate experiences					
3-4	Tells how common objects are used					
3-4	Expresses future occurrences with "going to," "have to," "want to"					
3-4	Changes word order appropriately to ask questions (can I, does he)					
3-4	Tells two events in order of occurrence					
4-5	Sentences average 5-6 words					
4-5	Uses compound sentences (I hit the ball & it went in the road)					
4-5	Names 6-8 colors					
4-5	Retells several facts from stories					
4-5	Uses contractions can't, don't, won't					
4-5	Uses words sister, brother, grandmother, grandfather					

SKILL COMPETENCY: I. Communication and Cognition

AREA: B. Language

2. Expressive (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
4-5	Tells final word in opposite analogies					
4-5	Tells familiar story without pictures for cues					
4-5	Names picture that does not belong (one that's not animal					
4-5	Uses complex sentences (She wants me to come in because -----)					
5-6	Tells address					
5-6	Tells telephone number					
5-6	Tells daily experiences					
5-6	Describes location or movement through, away, from, toward, ov					
5-6	Answers why questions with an explanation					
5-6	Puts together and tells 3-5 part sequence story					
5-6	Defines words					
5-6	Can "tell me the opposite of ---"					
5-6	Answers question, "What happens if ....(you drop an egg)?					
5-6	Uses yesterday and tomorrow meaningfully					
5-6	Asks meaning of new and unfamiliar words					

SKILL COMPETENCY: I. Communication and Cognition

AREA: C. Number and Related Skills

AGE (Years)	BEHAVIOR	DATE: (Month and Year:				COMMENTS
2-3	Points to big and small					
2-3	Stacks 5 rings by size					
2-3	Indicates age by fingers					
3-4	Points and counts to 4					
3-4	Points out longer of 2 lines					

SKILL COMPETENCY: I. Communication and Cognition

AREA: C. Number and Related Skills

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
3-4	Points to and counts 5 objects					
3-4	Points to shape when hears shape name					
3-4	Names shapes in environment					
4-5	Counts rational numbers 1-10					
4-5	Classifies by size					
4-5	Classifies by shapes					
4-5	Counts 10 objects					
4-5	Indicates objects related to numerals 1-4					
4-5	Differentiates sets (1 or 2 objects)					
4-5	Indicates heavier of 2 objects					
4-5	Demonstrates concept 1-5					
4-5	Names coins (penny, nickle, dime)					
5-6	Identifies objects by size difference					
5-6	Identifies objects by shape difference					
5-6	Identifies objects by height difference					
5-6	Identifies objects by comparative spatial relationships					
5-6	Uses terms left & right in relationship to self or object					
5-6	Groups shapes into like sets					
5-6	Identifies shape of circle, square, triangle, oval & rectangle					
5-6	Creates two sets of similar objects					
5-6	Identifies "empty set"					
5-6	Identifies sets of objects having more or fewer members					
5-6	Matches objects in sets to determine equivalence					
5-6	Constructs equal set to sample set					
5-6	Matches objects in sets to determine more/fewer relationships					

SKILL COMPETENCY: I. Communication and Cognition

AREA: C. Number and Related Skills (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Identifies number of objects in set (0-4) without counting					
5-6	Writes and matches numerals (0-9) to a given set					
5-6	Matches numeral and set (0-9)					
5-6	Counts and writes 0-10 in ascending order					
5-6	Orders sets of 1-5 members in 1-5 sequence					
5-6	Counts descending order 10-0					
5-6	Counts by 2's to 10					
5-6	Identifies objects (1-9) as first, second, etc.					
5-6	Understands early, late, on time, fast, slow					
5-6	Understands morning, afternoon, noon, night, day					
5-6	Understands today, yesterday, tomorrow					
5-6	Identifies hour and minute hands on clock					
5-6	Understands date, days of week, month, year, seasons					
5-6	Identifies verbally penny, nickle, dime, quarter					
5-6	Verbalizes value relationship of penny, nickle, dime and quarter					
5-6	Uses penny, nickle, dime, quarter appropriately in store					
5-6	Recognizes numerals as greater than 10					
5-6	Makes 2 subsets from 1 set					
5-6	Combines 2 sets into 1 and gives total number					
5-6	Identifies number of objects remaining in set after subset removed					
5-6	Identifies ½ and ¼ of an object					
5-6	Identifies inch, foot, yard as units of measurement					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

1. Auditory discrimination

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Identifies environmental sounds					
5-6	Identifies sounds of rhythm instruments					
5-6	Identifies direction of sound (eyes closed)					
5-6	Identifies story character by voice					
5-6	Supplies story sound effects					
5-6	Produces "loud" and "soft" sounds					
5-6	Identifies loud and soft musical sounds					
5-6	Discriminates pitch differences					
5-6	Discriminates fast and slow tempo music					
5-6	Discriminates between fast and slow sounds					
5-6	Recognizes changing pitch in music					
5-6	Identifies like and different sound patterns					
5-6	Identifies 5 sounds over background music					
5-6	Supplies rhyming word in nursery rhyme					
5-6	Selects 2 rhyming words presented in pairs					
5-6	Identifies rhyming words presented in pairs					
5-6	Identifies rhyming words in 2-line verse					
5-6	Supplies rhyming word answer to a riddle					
5-6	Supplies 3 words that rhyme with given word					
5-6	Composes short original nonsense verse					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

2. Auditory memory

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Reproduces simple rhythm pattern from memory					
5-6	Supplies 3 events from story					
5-6	Follows verbal direction given once					
5-6	Follows 2 verbal directions given once					
5-6	Follows 2 verbal directions after 10 minutes					
5-6	Reproduces first and last word in series of 3 words					
5-6	Reproduces 5 word sentence after 15 minutes					
5-6	Repeats list of 4 items in game					
5-6	Repeats 5 digits in order					
5-6	Names days of week in sequence					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

3. Visual discrimination

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Selects 3 objects with common property of 4 presented					
5-6	Selects "different" object of series of 4 objects					
5-6	Matches object from series of 4 to given object					
5-6	Selects 1 picture from series of 5 that is different					
5-6	Completes 6-8 piece puzzle					
5-6	Recognizes & continues pattern of 5 component sequence					
5-6	Recognizes pictures as different in terms of left and right					
5-6	Recognizes sequential change in geometric drawings					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

3. Visual discrimination (Continued)

AGE (Year)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Adds missing part to familiar picture					
5-6	Identifies errors in picture					
5-6	Locates specified object or shape in background picture					
5-6	Arranges 3 pictures in left to right sequence					
5-6	Recognizes and names red, yellow, blue					
5-6	Matches color name to color					
5-6	Identifies new color forms from combination of 2 primary colors					
5-6	Reproduces sample geometric form					
5-6	Matches upper & lower case letters					
5-6	Identifies sample numeral in series of 4 numerals					
5-6	Identifies sample letter in 5 words					
5-6	Identifies sample word in series of 4 words					
5-6	Identifies different letters in pair of similar words					
5-6	Identifies identical beginning elements in 4 words					
5-6	Identifies ending element in 4 words					
5-6	Identifies sample 3-word phrase in series of 3-word phrases					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

4. Visual memory

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Recalls 4 of 6 objects presented					
5-6	Recalls 4 details of picture					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

4. Visual memory (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Points to 4 objects in familiar room with eyes closed					
5-6	Draws line to target from memory					
5-6	Describes simple object seen for 2 seconds					
5-6	Reproduces order of objects touched in sequence					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

5. Beginning sounds

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Recognizes name and sound of "Bb"					
5-6	Recognizes name and sound of "Cc"					
5-6	Recognizes name and sound of "Dd"					
5-6	Recognizes name and sound of "Ff"					
5-6	Recognizes name and sound of "Gg"					
5-6	Recognizes name and sound of "Hh"					
5-6	Recognizes name and sound of "Jj"					
5-6	Recognizes name and sound of "Kk"					
5-6	Recognizes name and sound of "Ll"					
5-6	Recognizes name and sound of "Mm"					
5-6	Recognizes name and sound of "Nn"					
5-6	Recognizes name and sound of "Pp"					
5-6	Recognizes name and sound of "Qq"					
5-6	Recognizes name and sound of "Rr"					

SKILL COMPETENCY: I. Communication and Cognition

AREA: D. Pre-Academic

5. Beginning sounds (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Recognizes name and sound of "Ss"					
5-6	Recognizes name and sound of "Tt"					
5-6	Recognizes name and sound of "Vv"					
5-6	Recognizes name and sound of "Ww"					
5-6	Recognizes "Xx" as an individual letter					
5-6	Recognizes name and sound of "Yy"					
5-6	Recognizes name and sound of "Zz"					

INDIVIDUAL PUPIL CHECKLIST

NAME: ______________________

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

1a. Fine Motor - Eye readiness

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Looks at hands					
0-1	Follows an object, visually, moved past midline of body					
0-1	Follows light with eyes, turning head					
0-1	Maintains eye contact 3 seconds					
0-1	Follows object with eyes across 180 degree arc					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

1b. Fine Motor - Movement involving hands

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Grasps object					
0-1	Dangles object by string (ring)					
0-1	Shakes object (bell)					
0-1	Holds object using palmar grasp 30 sec. with involuntary release					
0-1	Grasps object held 3 inches in front of child					
0-1	Puts objects in mouth					
0-1	Feels and explores object with mouth					
0-1	Moves thumb in opposition to other 4 fingers					
0-1	Puts down 1 object deliberately to reach for another					
0-1	Picks up and drops object on purpose					
0-1	Flings objects haphazardly					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

1b. Fine Motor - Movement involving hands (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Transfers object from 1 hand to the other in sitting position					
0-1	Retains 2 one-inch cubes in 1 hand					
0-1	Uses pincer grasp to pick up object					
0-1	Dumps object from receptable					
0-1	Scoops with spoon or shovel					
0-1	Puts small objects in container					
0-1	Claps hands					
0-1	Places rings on peg (no order)					
0-1	Removes round block from puzzle					
0-1	Places block in cup					
0-1	Pushes 3 blocks train style					
1-2	Places circle and square in formboard					
1-2	Places 3 blocks in cup in imitation					
1-2	Puts 4 rings on a peg					
1-2	Removes and places 5 1-inch pegs in pegboard					
1-2	Builds tower of 3 blocks					
1-2	Individually takes out objects from container					
2-3	Strings 4 large beads in 2 minutes					
2-3	Builds tower of 5-6 blocks					
2-3	Turns doorknobs, handles, etc.					
2-3	Unwraps small object					
2-3	Takes apart and puts together snap-together toy					
3-4	Puts together 3-piece puzzle or formboard					
3-4	Completes 6-piece puzzle					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

1b. Fine Motor - Movement involving hands (Continued

AGE (Years)	BEHAVIOR	DATE: (Month & Year)				COMMENTS
3-4	Builds tower of 1- blocks					
3-4	Builds a bridge with 3 blocks in imitation					
4-5	Builds pyramid of 10 blocks in imitation					
4-5	Screws together threaded object					
5-6	Spreads fingers touching thumb to each finger					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2a. Gross Motor - Static balance

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Moves head to side while lying on back					
0-1	Raises head off mat, floor or bed					
0-1	Lifts & momentarily supports head when held with head at shoulder					
0-1	Thrusts arms about - no direction					
0-1	Holds head up while on stomach, 5 seconds					
0-1	Moves head while lying on stomach, up, down, side to side					
0-1	Head and chest supported on arms while on stomach					
0-1	Holds head and chest erect, support on one arm					
0-1	Controls head & shoulders when sitting propped with pillow					
0-1	Holds head erect & steadily while being carried upright					
0-1	Holds head & chest erect while on stomach and supported on forearms					
0-1	Sits with maximum body support					
0-1	Pulls to sitting position when grasping adult fingers					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2a. Gross Motor - Static balance (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Sits with minimum support					
0-1	Turns head freely when body is supported					
0-1	Maintains sitting position for 2 minutes					
0-1	Stands with maximum support					
0-1	Sits self-supported					
0-1	From sitting position, turns to hands and knees position					
0-1	Moves from stomach to sitting position					
0-1	Sits without hand support					
0-1	Pulls self to on-knees position					
0-1	Sits, turns to crawl					
0-1	Pulls self to standing position					
0-1	Stands with minimum support					
0-1	Stands alone for 1 minute					
0-1	Lowers self from standing to sitting position					
1-2	Moves from sitting to standing position					
1-2	Squats & returns to standing					
1-2	Uses rocking horse or rocking chair with aid					
1-2	Uses rocking horse or rocking chair independently					
1-2	Bends at waist to pick up objects without falling					
3-4	Stands on 1 foot without aid, 4-8 seconds					
5-6	Stands on 1 foot, no support, eyes closed, 10 seconds					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2b. Gross Motor - Dynamic balance

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Attempts to roll over using shoulders					
0-1	Turns from stomach to side, maintains position 50% of the time					
0-1	Rolls from stomach to back (without aid)					
0-1	Moves forward one body length on stomach					
0-1	Rolls from back to side					
0-1	Turns from back to stomach					
0-1	Crawls one body length to obtain object					
0-1	Rocks back and forth on hands and knees					
0-1	Creeps					
0-1	Walks with minimum aid					
0-1	Takes a few steps without support					
1-2	Creeps up stairs					
1-2	Climbs into adult chair, turns and sits					
1-2	Walks independently					
1-2	Creeps down stairs, feet first					
1-2	Seats self in small chair					
1-2	Takes steps up stairs holding on to rail and adult hand					
1-2	Takes steps down stairs holding on to rail and adult hand					
1-2	Takes steps up stairs holding on to rail, 2 feet to step					
1-2	Takes steps down stairs holding on to rail, 2 feet to step					
2-3	Walks backwards					
2-3	Takes steps upstairs alone with both feet per step					
2-3	Takes steps downstairs alone with both feet per step					
2-3	Jumps in place with both feet					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2b. Gross Motor - Dynamic balance (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Forward somersault with aid					
3-4	Jumps from height of 8 inches					
3-4	Walks on tiptoes					
3-4	Runs 10 steps with coordinated, alternating arm movement					
3-4	Climbs up and slides down 4-6 foot slide					
3-4	Somersaults forward (without help)					
3-4	Walks upstairs, alternating feet (alone)					
3-4	Marches					
4-5	Hops forward with assistance					
4-5	Walks balance board with assistance					
4-5	Begins to skip					
4-5	Runs changing direction					
4-5	Walks balance beam (heel-to-toe without aid)					
4-5	Jumps forward 10 times without falling					
4-5	Jumps over string 2 inches off the floor					
4-5	Jumps backward 6 times					
4-5	Walks downstairs alternating feet (alone)					
4-5	Hops on one foot 5 successive times					
5-6	Walks balance board forward, backward, sideways					
5-6	Skips					
5-6	Climbs stepladders or steps 10 feet high					
5-6	Can jump rope by self					
5-6	Picks up object from ground while running					
5-6	Jumps from height of 12 inches & lands on balls of feet					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2c. Gross Motor - General coordinated movement patterns

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Kicks vigorously while on back					
0-1	Swipes at objects					
0-1	Reaches for objects and attempts to grasp it					
0-1	Reaches for objects 6-9 inches in front of him					
0-1	Reaches and grasps object in front of him					
0-1	Reaches for preferred object					
0-1	Bounces up & down in standing position while being supported					
0-1	Reaches with 1 hand from creep position					
1-2	Pounds pegs in imitation					
1-2	Rolls a ball in imitation					
1-2	Pushes and pulls toys while walking					
2-3	Throws a ball without direction					
2-3	Throws a ball to adult 5 feet away without adult moving feet					
2-3	Kicks large stationary ball					
2-3	Pounds 5 out of 5 pegs					
3-4	Kicks large ball when rolled to him					
3-4	Pedals tricycle 5 feet					
3-4	Swings on swing when started in motion					
3-4	Catches ball with 2 hands					
3-4	Slides (down) on slide					
4-5	Bounces & catches large ball					
4-5	Pedals tricycle, turning corner					
5-6	Swings on swing initiating and sustaining motion					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor
2c. Gross Motor -
General coordinated movement patterns (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
5-6	Hits nail with hammer					
5-6	Dribbles ball with direction					
5-6	Catches soft ball or bean bag with 1 hand					
5-6	Hits ball with bat or stick					
5-6	Rides bicycle					
5-6	Slides on sled					
5-6	Walks or plays in water waist-high in swimming pool					
5-6	Steers wagon, propelling with 1 foot					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2d. Gross Motor - Visual motor integration

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
1-2	Marks with pencil or crayon					
1-2	Imitates circular motion with pencil					
2-3	Folds paper in half, in imitation					
2-3	Rolls clay balls					
2-3	Grasps pencil between thumb & forefinger, resting on 3rd finger					
2-3	Draws a vertical line in imitation					
2-3	Draws a horizontal line in imitation					
2-3	Copies a circle					
2-3	Draws a (+) in imitation					
3-4	Snips with scissors					
3-4	Draws a "V" stroke in imitation					

SKILL COMPETENCY: II. Psychomotor

AREA: A. Motor

2d. Gross Motor - Visual motor integration (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
3-4	Draws diagonal line corner to corner of 4" square of paper					
3-4	Draws a square in imitation					
3-4	Uses templates					
3-4	Cuts along 8" long straight line within ¼" of line					
3-4	Copies series of connected V's (VVVVVVV)					
3-4	Adds leg and/or arm to incomplete man					
4-5	Makes clay shapes put together with dowel					
4-5	Cuts curves					
4-5	Cuts out 2-inch circle					
4-5	Adds 3 parts to incomplete man					
4-5	Draws simple recognizable picture such as man, tree, or house					
4-5	Cuts out and pastes simple shapes					
4-5	Copies a triangle					
4-5	Draws a man (head, trunk, 4 limbs)					
5-6	Prints own name anywhere on paper					
5-6	Prints capital letter, large, single, anywhere on paper					
5-6	Copies small letters					
5-6	Colors, remaining in lines 90% of the time					
5-6	Copies a diamond shape					
5-6	Copies a simple maze					
5-6	Cuts picture from magazine or catalog					
5-6	Tears simple shapes from paper					
5-6	Folds paper square 2 times on diagonal, imitation					
5-6	Prints name on primary paper using lines					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

1. Eating

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Opens mouth for bottle or breast when nipple touches mouth					
0-1	Sucks and swallows liquid					
0-1	Recognizes bottle or breast, opens mouth					
0-1	Sucks and swallows liquid food					
0-1	Eats liquid foods, i.e., baby cereal					
0-1	Eats strained (liquified) foods					
0-1	Reaches for bottle					
0-1	Holds bottle without help while drinking					
0-1	Directs bottle by guiding it toward mouth or pushing it away					
0-1	Eats strained foods fed by parent					
0-1	Eats mashed table food fed by parent					
0-1	Drinks from cup held by parent					
0-1	Eats semi-solid foods fed by parent					
0-1	Feeds self with fingers					
0-1	Holds and drinks from cup using 2 hands					
0-1	Takes spoon filled with food to mouth with help					
1-2	Eats table food with spoon independently without help					
1-2	Holds and drinks from cup with 1 hand					
2-3	Feeds self using spoon & cup with some spilling					
2-3	Feeds self with some spilling					
2-3	Sucks liquid from glass or cup using straw					
2-3	Scoops with fork					
2-3	Stabs food with fork and brings to mouth					
2-3	Chews and swallows only edible substances					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

1. Eating (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Gets drink from faucet without help, stool or steps provided					
3-4	Uses napkins when reminded					
3-4	Feeds self entire meal					
4-5	Uses knife for spreading soft toppings on toast					
4-5	Uses correct utensils for food					
4-5	Serves self at table, parent holds serving dish					
4-5	Serves self at table and passes serving dish					
4-5	Prepares own cold cereal					
4-5	Prepares own sandwich					
4-5	Cuts soft food with knife (i.e., hot dogs, bananas, baked potato)					
4-5	Opens ½-pint milk carton					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

2. Dressing

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Cooperates passively while being dressed					
0-1	Holds out arms and legs while being dressed					
0-1	Puts hat on head & takes it off					
1-2	Pulls off socks					
1-2	Pushes arms through sleeves, legs through pants					
1-2	Takes off shoes when laces are untied and loosened					
1-2	Takes off coat when unfastened					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

2. Dressing (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
1-2	Zips and unzips large zipper without working catch					
1-2	Takes off pants when unfastened					
2-3	Takes off simple clothing that has been unfastened					
2-3	Unfastens snap on clothing					
2-3	Puts on shoes					
2-3	Puts on socks					
2-3	Finds front of clothing					
2-3	Puts on coat, sweater, shirt					
2-3	Dresses self with help on pullover shirts and all fasteners					
2-3	Ties shoes					
2-3	Laces shoes					
2-3	Ties hood strings					
2-3	Occasionally begins to dress self					
3-4	Unbuttons clothing					
3-4	Frequently begins dressing & undressing self					
3-4	Puts on shoes and boots with instructions					
3-4	Snaps or hooks clothing					
3-4	Dresses and undresses self (except fasteners) 75% of the time					
3-4	Unbuttons large buttons on button board or jacket placed on table					
3-4	Puts on mittens					
3-4	Buttons large buttons on button board or jacket placed on table					
3-4	Buttons large buttons					
3-4	Puts on boots					
3-4	Unbuttons own clothing					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

2. Dressing (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
4-5	Puts zipper foot in catch					
4-5	Buckles and unbuckles belt on dress or pants and shoes					
4-5	Makes imperfect knot					
4-5	Dresses self completely, including all front fastenings except ties					
4-5	Buttons own clothing					
4-5	Puts on shoes and boots without help					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

3. Toileting

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
1-2	Sits on potty or infant toilet seat for 5 minutes					
1-2	Uses toilet when placed on it					
1-2	Uses words or gestures indicating that he is wet or soiled					
1-2	Uses words or gestures indicating need to go to bathroom					
1-2	Asks to go to bathroom, even if too late to avoid accidents					
1-2	Urinates or defecates in potty 3 times/week when placed on potty					
1-2	Uses bathroom for bowel movement, 1 daytime accident per week					
2-3	Asks to go to bathroom during day in time to avoid accidents					
2-3	Stays dry during naps					
2-3	Wakes up dry 2 mornings out of 7					
2-3	Males urinate in toilet standing up					
3-4	Wakes from sleep during night to use toilet or stays dry all night					
3-4	Goes to bathroon in time, dresses, wipes, flushes, dresses unaided					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

4. Grooming

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
1-2	Puts hands in water & pats wet hands on face in imitation					
1-2	Takes towel from parents and wipes hands and face					
1-2	Dries hands without help when given towel					
2-3	Dries hands without help					
2-3	Brushes teeth in imitation					
2-3	Washes hands & face using soap when adult regulates water					
2-3	Washes own arms and legs while being bathed					
3-4	Wipes nose when reminded					
3-4	Blows nose when reminded					
3-4	Brushes teeth when given verbal instructions					
4-5	Washes face and hands					
4-5	Wipes & blows nose 75% of time when needed without reminders					
4-5	Bathes self except for back, neck and ears					
4-5	Bathes self with supervision					
4-5	Brushes teeth					
4-5	Combs or brushes long hair					
4-5	Adjusts water temperature for shower or bath					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

5. Helping Self and Others

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Places coat on hook placed at child's height					
2-3	Pours from small pitcher (6-8 oz.) into glass without help					

SKILL COMPETENCY: II. Psychomotor

AREA: B. Self-Help

5. Helping Self and Others (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Puts coat on hanger, replaces hanger on low bar with instructions					
2-3	Cleans up spills with help					
3-4	Clears place at table					
4-5	Cleans up spills, getting own cloth					
4-5	Helps set table; correctly placing plates, etc. with verbal cues					
4-5	Hangs up clothes on hanger					
4-5	Is responsible for 1 weekly household task & does it upon request					
4-5	Responsible for 1 daily household task (set table, take out trash)					

INDIVIDUAL PUPIL CHECKLIST

NAME: ____________________

SKILL COMPETENCY: III. Affective

AREA: A. Independence - Self-Reliance

1. Understanding of self as separate from others

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Looks at own hands, often smiles or vocalizes					
0-1	Smiles and vocalizes to mirror image					
0-1	Responds to own name by looking or reaching to be picked up					
1-2	Refers to self by name					
1-2	Accepts parent's absense (continues activity, may momentarily fuss)					
2-3	Labels items "Mine"					
2-3	Describes others' wants					
3-4	Names who owns familiar toy					
4-5	Asks others' interests					
5-6	Identifies 4 basic emotions in self and others					

SKILL COMPETENCY: III. Affective

AREA: A. Independence - Self-Reliance

2. Accepts and accomplishes life experience responsibilities

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
1-2	Explores environment energetically					
1-2	Withdraws hand (with reminder) when near forbidden object					
1-2	Waits for needs to be met in high-chair or on changing table					
2-3	Attempts to help with tasks by doing part of chore (stirs jello, etc.)					
2-3	Makes a choice between 2 different objects when asked					
3-4	Answers telephone calls for adult or talks to familiar person					
3-4	Avoids common dangers (i.e., broken glass)					

SKILL COMPETENCY: III. Affective

AREA: A. Independence - Self-Reliance
2. Accepts and accomplishes
life experience responsibilities (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
4-5	Engages in socially acceptable behavior in public					
4-5	Avoids poisons and all harmful substances					
4-5	Makes purchase in store					
4-5	Goes about neighborhood without constant supervision					
5-6	Plans & builds constructively					
5-6	Stops at curb, looks both ways, crosses street without reminders					
5-6	Walks to school or store within 2 blocks of home independently					
5-6	Picks up, carries, sits down cafeteria tray					
5-6	Buckles own seat belt in car					

SKILL COMPETENCY: III. Affective

AREA: A. Independence - Self-Reliance
3. Plays constructively without
adult direction

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Plays unattended for 10 minutes					
0-1	Plays alone contentedly near adult activity 15-20 minutes					
1-2	Actively explores his environment					
3-4	Stays in own yard area					
4-5	Works alone at chore 20-30 minutes					
5-6	Chooses own friends					
5-6	States goals for self and carries out activity					

SKILL COMPETENCY: III. Affective

AREA: B. Responsiveness to People

1. Expression of needs and feelings

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Vocalizes to gain attention					
0-1	May object loudly to disappearance of toy or person					
0-1	Repeats actions that produce laughter and attention					
1-2	Pulls at another person to show them some action or object					
2-3	Shows understanding of feelings by verbalizing: love, mad, sad, etc.					
4-5	Asks for assistance when having difficulty getting a drink					
5-6	States feelings about self: mad, happy, love.					

SKILL COMPETENCY: III. Affective

AREA: B. Responsiveness to People

2. Responds to the presence of others

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Watches person moving in line of vision					
0-1	Responds to another person					
0-1	Reaches for familiar person					
0-1	Makes eye contact with other persons					
0-1	Responds in family circle by smiling, vocalizing, or ceasing to cry					
0-1	Smiles in response to attention by adult					
0-1	Smiles selectively					
0-1	Pats & pulls at adult facial features (nose, hair, glasses)					
0-1	Vocalizes in response to attention					
0-1	Reaches for offered object					
0-1	Hugs, pats, kisses familiar persons					

SKILL COMPETENCY: III. Affective

AREA: B. Responsiveness to People

2. Responds to the presence of others (Continued)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Holds and examines offered object for at least a minute					
0-1	Seeks eye contact often when attended for 2-3 minutes					
0-1	Extends a toy or object to adult to read or share with him					
1-2	Greets peers and familiar adults when reminded					
1-2	Hands book to adult to read or share with him					
2-3	Watches other children at play--may join in without adult help					
3-4	Shows affection for babies and younger siblings					
3-4	Greets familiar adults without reminder					
4-5	Contributes to adult conversation					
5-6	Comforts playmates in distress					
5-6	Joins in conversation at mealtime					

SKILL COMPETENCY: III. Affective

AREA: C. Cooperation

1. Accepting & following reasonable direction

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Cooperates with parental request 50% of the time					
3-4	Follows rules by imitating actions of other children					
3-4	Cooperates with adult requests 75% of the time					
5-6	Explains rules of game or activity to others					
5-6	Follows rules of verbal reasoning game					

SKILL COMPETENCY: III. Affective

AREA: C. Cooperation

2. Respects feelings and property of others

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
2-3	Says "please" and "thank you" when reminded					
3-4	Says "please" and "thank you" without reminder 50% of the time					
4-5	Apologizes without reminder 75% of the time					

SKILL COMPETENCY: III. Affective

AREA: C. Cooperation

3. Cooperates in activities (sharing-play)

AGE (Years)	BEHAVIOR	DATE: (Month and Year)				COMMENTS
0-1	Offers toy but does not always release it					
1-2	Plays with 1 other child, each doing separate activity					
1-2	Plays manipulative game (e.g. turns handle) with another person					
1-2	Plays with 2 or 3 peers					
1-2	Shares object or food when requested with 1 other child					
3-4	Follows rules in group games led by adult					
3-4	Asks permission to use toy that peer is playing with					
3-4	Will take turns					
3-4	Plays near/talks with other children when working on own (30 min.)					
4-5	Will take turns with 8-9 other children					
4-5	Plays with 2-3 children for 20 min. in cooperative activity					
4-5	Asks permission to use objects belonging to others 75% of time					
5-6	Plays with 4-5 children cooperatively without constant supervision					

SUMMARY INDIVIDUAL PUPIL CHECKLIST

NAME: ____________________ PARENTS NAME: ____________________

BIRTHDATE: ____________________ ADDRESS: ____________________

DATE: ____________________ ____________________

SCHOOL: ____________________

TEACHER: ____________________

Child has been evaluated in the following three task areas:	AGE LEVELS	DATE	DATE	DATE	DATE
Communication & Cognition Skills (82 checklist items)	0-1	of (19)	of (19)	of (19)	of (19)
	1-2	of (22)	of (22)	of (22)	of (22)
	2-3	of (27)	of (27)	of (27)	of (27)
	3-4	of (24)	of (24)	of (24)	of (24)
	4-5	of (30)	of (30)	of (30)	of (30)
	5-6	of (133)	of (133)	of (133)	of (133)
Psychomotor Skills (255 checklist items)	0-1	of (92)	of (92)	of (92)	of (92)
	1-2	of (43)	of (43)	of (43)	of (43)
	2-3	of (51)	of (51)	of (51)	of (51)
	3-4	of (44)	of (44)	of (44)	of (44)
	4-5	of (48)	of (48)	of (48)	of (48)
	5-6	of (27)	of (27)	of (27)	of (27)
Affective Skills (305 checklist items)	0-1	of (23)	of (23)	of (23)	of (23)
	1-2	of (13)	of (13)	of (13)	of (13)
	2-3	of (8)	of (8)	of (8)	of (8)
	3-4	of (13)	of (13)	of (13)	of (13)
	4-5	of (12)	of (12)	of (12)	of (12)
	5-6	of (13)	of (13)	of (13)	of (13)

NOTE: Refer to Individual Pupil Checklist for detailed data.

Record the number of completed tasks on the left side of the word OF and number of possible tasks on the right side. Example: 16 of 24. Which indicates the child can perform 16 tasks out of the possible 24 tasks.

Individual Pupil Checklist / Notes

DEVELOPMENTAL PINPOINTS

BY

MARILYN COHEN
PAMELA J. GROSS
NORRIS G. HARING

The following section is reprinted with permission from the authors. For further information refer to:

Cohen, M., Gross, P., and Haring, N., "Developmental Pinpoints," Teaching the Severely Handicapped, Grune & Stratton, 1976, pp. 38-110.

DEVELOPMENTAL PINPOINTS

by

Marilyn Cohen, Pamela Gross
and Norris Haring

SUGGESTIONS FOR CLASSROOM IMPLEMENTATION

Pinpointing is an essential first step in program development. As the teacher views the large set of pinpoints provided here, it is important to be aware that the authors are not implying that the severely handicapped youngster develops in this way. Obviously, there have been many deviations from the normal course of development for these youngsters. While there remain many unanswered questions about the particular course of development for each individual included in this population, there is considerable data upon which quidelines for normal development have been based. This information has important implications for programs for severely handicapped, and cannot be ignored.

For some, this chapter might be useful in providing a quick overview of development sequences. Rather than having to devote hours to seeking out information concerning specific skill sequences, teachers are provided here with ready reference material.

For those teachers seeking to provide youngsters with a well-rounded curriculum, the Developmental Pinpoints may also be of interest. Comparing classroom objectives to all developmental areas presented, the teacher may note a heavy emphasis upon the fine-motor and self-help skills, for example, but few in the area of communication. Through a more careful scrutiny of the communication pinpoints, new program objectives may be specified.

It must be emphasized, once again, that pinpointing is a first step in the development of programs. Through careful pinpointing, the teacher may begin to formulate both short- and long-term objectives. When establishing meaningful objectives, the teacher will want to utilize the pinpoints listed in assessing the child's behavior. Careful examination of the pinpoint sequences shown will suggest ways in which to proceed in assessing behavior. For each sequence of behavior listed, the teacher would first want to consider the terminal behavior. If the child were able to perform the terminal behavior, there would be no need to further examine this skill sequence. If, on the other hand, the child is unable to perform the terminal behavior, the teacher will want to assess whether or not he has the behavior listed one step earlier in the sequence. If the answer is no, the teacher proceeds to assess other items listed in the sequence to identify which of the behaviors listed the child might have already. Whenever possible, the teacher will want to start programming with the closest approximation to the terminal behavior. Certainly, the teacher would hesitate to begin instruction in a given area at the developmental level beyond that indicated by the child's performance. Through implementation of the procedures listed, the Developmental Pinpoints can become the basis for an assessment sequence and the subsequent establishment of educational objectives.

COMMUNICATION

While remediation of speech and language deficiencies is a major area of concern for teachers of the severely handicapped, specification of the goals and procedures of language intervention presents an enduring problem. Conflicting opinion about the relationship of communication deficits to retardation, which elements of language to emphasize in programming for severely handcapped individuals, and the nature of the language acquisition process itself have slowed progress in defining appropriate objectives and strategies. A review of the literature in the areas of language development and language intervention for handicapped populations makes clear the need for a collection of language pinpoints, clearly specified in terms of observable behavior, which will facilitate assessment of developmental deficits and encourage teachers and clinicians to implement programs aimed at development of language behaviors, rather than at remediation of phenomena specific to the handicapping condition.

RECEPTIVE LANGUAGE OVERVIEW

I. Response to sounds

- A. Stops movement in response to sounds
- B. Stops whimpering in response to sounds
- C. Makes "startle" movement in response to sounds
- D. Turns toward source of sound
    - 1. Random sound
    - 2. Human voice

II. Response to verbal requests (following directions)

- A. Makes directional body movements
- B. Gives objects in response to request
- C. Points to objects, body parts, pictures
- D. Places objects in response to request
- E. Matches objects, pictures, colors in response to request

RECEPTIVE LANGUAGE PINPOINTS

I. Response to sounds

A. Stops movement in response to sounds

Stops movement at sound of bell	0.1 mo	Bay
	1 mo	Sher
	2 mo	LAP
Stops movement at sound of rattle	0.1 mo	Bay
	1 mo	LAP
Stops movement in response to sharp sound	0.1 mo	Bay
Stops movement in response to voice	0.7 mo	Bay
	1 mo	LAP
	2 mo	C
Stops movement or lessens it at the sound from a piece of paper when it is crumpled close to ear, or two blocks gently knocked together	1 mo	Slos

B. Stops whimpering in response to sounds		
Stops whimpering in response to sound of nearby soothing human voice, but not when infant is screaming for feeding	1 mo	Sher
Stops whimpering or smiles to sound of mother's voice before she touches him, except when infant is screaming	3 mo	Sher
Quiets to rattle of spoon or sound of bell rung out of sight for 3-5 sec at 6-12 inches from ear	3 mo	Sher
C. Makes "startle" movement in response to sounds		
Stiffens, quivers, blinks, screws eyes up, extends limbs, fans out fingers and toes, and may cry when startled by sudden loud noises	1-3 mo	Sher
D. Turns toward source of sound		
1. Random sounds		
Moves eyes toward sound source	2.2 mo	Bay
	3 mo	Sher
Turns head to sound of bell	3.8 mo	Bay
	5 mo	C
	6 mo	Ges
Turns head to sound of rattle	3.9 mo	Bay
(crumpling of paper-Slos)	5.5 mo	Slos
Turns head after fallen spoon	5.2 mo	Bay
Turns head to sounds such as bells, whistles, clock	18-23 mo	Ges
2. Human voice		
Turns head to voice	3 mo	C
	4 mo	LAP
	5.6 mo	Den
Stops movement, turns head to familiar words	7.9 mo	Bay
Responds by turning head, stopping movement to name, "no-no"	9 mo	Ges
	10.1 mo	Bay
	9-12 mo	LAP
Turns immediately to own name	12 mo	Sher
II. Responds to verbal requests		
A. Makes directional body movements in response to requests		
Moves body to follow simple directions, adjust to gestures (pat-a-cake, bye-bye)	9 mo	C
	9.1 mo	Bay
	9.5 mo	Slos
	10 mo	Ges
	11-16 mo	Vin

	Unwraps cube: upon question, "Where's the block?"	10.5 mo	Bay
	Moves body appropriately to show that he understands several words in usual context (e.g., own and family names, bye-bye, walk, dinner, kitty, cup, spoon, ball car)	12 mo	Sher/LAP
	Moves body in response to two of the following prepositions: on, in, under, behind, in front of	28.2 mo	Bay
B.	Gives objects upon request		
	Gives several common objects on request	12 mo 15 mo 15.3 mo	Sher LAP Bay
	Follows command to give pencil, paper to examiner; choice of pencil, paper, book	26-27 mo	Slos
C.	Points to objects, body parts and pictures on request		
	Objects		
	Points to familiar persons, animals, toys, etc., when requested	15 mo	Sher
	Points to objects showing discrimination of two - cup, plate, box	22 mo	LAP
	Points to two of six objects (kitty, button, thimble, cup, engine, spoon)	22 mo	LAP
	Points to four of six of the following objects: cat, button, thimble, cup, spoon, engine	24-29 mo	C
	Points to three - cup, plate, box (third C)	25.6 mo	Bay
	Points upon request to floor, window, door	31 mo	Slos
	Body parts		
	Points to one named body part	17 mo 19.1 mo	LAP/Den/Sher Bay
	Points to three body parts of self or doll (hair, eyes, nose-Sher)	18 mo 18-23 mo 20 mo	LAP C C
	Points to five body parts of self or doll	22 mo	C/LAP
	Points to fingers, toes	30 mo	Slos
	Points to six body parts of self or doll	30-35 mo	LAP/C
	Points to teeth and chin on request	34 mo	LAP
	Points to tongue, neck on request	43-48 mo	LAP
	Points to tongue, neck, arm, knee, thumb, on request	43-48 mo	Slos
	Points correctly to answer question, "Where is your head?"	51 mo	Slos

	Pictures		
	Points to three pictures upon request	19.7 mo	Bay
	Points to five of six pictures of common objects (two of six-clock, basket, book, flag, leaf, star-C)	21.6 mo 22 mo	Bay/Vin C
	Points to 7 of 10 pictures of common objects	24.7 mo 30 mo	Bay C
	Points to 6 of 10 pictures by name	27 mo	C
	Points to pictures described, three of six (four of six-54 mo)	48-60 mo	C
	Other (size, part-whole)		
	Can indicate correctly when asked to point to chair and leg of chair	25 mo	Slos
D.	Places objects in response to request		
	One-step directions		
	Follows direction to put doll in chair	17.8 mo	Bay
	Follows one-step directions	18 mo	LAP
	Follows two of three directions, i.e., "put the doll in the chair," " put the spoon in the cup," etc.	19.8 mo 20 mo 24 mo	Den C LAP
	Complex directions		
	Carries out two-step directions with ball	18 mo	LAP
	Follows three directions with object	21 mo	LAP
	Follows a two-stage command	30-36 mo	LAP
	Follows four-step command using prepositions	48 mo	LAP
	Follows commands using four prepositions, ball and chair	48-60 mo	LAP
	Follows three commands in proper order	54 mo 60-72 mo	LAP/C Ges
E.	Matches objects, pictures and colors in response to requests		
	Objects, pictures		
	Matches familiar objects	24 mo	LAP
	Matches pictures of animals that are alike (lotto-Choose one from several animals-four animals selected)	42 mo	C/LAP
	Matches 3 of 16 silhouette pictures (Decroly matching game)	45 mo	MPS
	Matches 4 of 16 silhouettes in 160 sec.	63 mo	MPS
	Matches 12 pictured silhouettes (of 12) in 133 sec.	69 mo	MPS

Colors		
Matches colored blocks	30-35 mo	LAP
Matches blocks of four colors (red, green, yellow, blue)	30.8 mo	MPS
Matches two of three primary colors	36-48 mo	Sher/LAP
Places (matches) three color forms (all red, different shape) on shape board	36-48 mo	Ges
Matches and names four primary colors	48-60 mo	LAP/Sher/H
Matches 10 of 12 colors	60-72 mo	LAP
Names four primary colors and matches 10 of 12 colors	60-72 mo	Sher/Ges

EXPRESSIVE LANGUAGE OVERVIEW

- I. Nonverbal
  - A. Makes eye contact
  - B. Makes gestures
  - C. Imitates motor activities
- II. Verbal
  - A. Makes early sounds
    - 1. Emits sounds with a potential relationship to specific situations
    - 2. Vocalizes in relation to specific primary needs
  - B. Establishes control of potential speech sounds
    - 1. Phonological development
Differentiated speech sounds
Expanded control of intonation, pitch, stress
    - 2. Imitates sounds
    - 3. "Masters" consonants
  - C. Says words
    - 1. Says words in response to environmental cues
    - 2. Says words in imitation, spontaneously
    - 3. Says words labeling objects, pictures, colors (in response to verbal cue)
    - 4. Says words imitatively in response to verbal cue
  - D. Uses words in sentences - "grammer" rules
  - E. Says phrases
    - 1. Makes statements
    - 2. Asks questions
    - 3. Gives descriptions, definitions or information about function

EXPRESSIVE LANGUAGE PINPOINTS

I. Nonverbal

A. Makes eye contact

Turns eyes to fix vision on person temporarily	0.1 mo	Bay
Fixes eyes on examiner's face; ceases activity	1 mo	Ges
Fixes eye directly on examiner's face	3 mo	LAP

B. Makes gestures

Smiles as examiner talks and smiles	1.5 mo	Bay
Smiles (spontaneously-Den)	1.9 mo	Den
	2 mo	Ges
	2.1 mo	Bay
Waves "bye-bye"	6-12 mo	LAP
Offers objects, such as small toy, to another person	12 mo	Sher
Gestures to make wants known	14.6 mo	Bay
Combines gestures and utterances to make wants known	18-23 mo	LAP

C. Imitates motor activities

Plays peek-a-boo	6 mo	LAP
Plays pat-a-cake	9 mo	LAP
Seizes bell in hand, imitates ringing action	9 mo	C Sher
	10 mo	Ges
Imitates putting beads in box	12.9 mo	Bay

II. Verbal

A. Makes early sounds

1. Emits sounds with a potential relationship to specific situations

Vocalizes once or twice (small throaty voices other than crying-Slos, Ges; babbles-C)	0.9 mo	Bay
	1 mo	Slos/Ges/Sher/LAP
	2 mo	C
Vocalizes at least four times	1.6 mo	Bay
Vocalizes-not crying	2 mo	LAP
Squeals	2.2 mo	Den
	5 mo	Ges
Laughs	2 mo	Den
	3 mo	Vin
Coos	3 mo	Slos
Chuckles	3 mo	Slos/Ges/LAP
Laughs aloud	4 mo	Ges
Cries (m-m-m-sound)	7 mo	Ges

2. Vocalizes in relation to specific primary needs

Cries when hungry or uncomfortable	1 mo	Sher
Vocalizes-babbles or coos in play when alone or when talked to	2 mo	LAP
Cries when uncomfortable or annoyed	3 mo	Sher
Vocalizes when spoken to or pleased	3 mo	Sher/Ges
Grunts, growls spontaneous vocal sounds (social)	6 mo	Ges
Vocalizes deliberately as means of interpersonal relationship	9 mo	Sher
Shouts to attract attention, listens, then shouts again	9 mo	Sher
Indicates wants by gesture and vocalization	12 mo	LAP

B. Establishes control of potential speech sounds

1. Phonological development

Differentiated speech sounds

Makes single vowel sounds-ah, eh, uh	2 mo	Ges/LAP
Vocalizes two different sounds	2.3 mo	Bay
Babbles, using series of syllables	4 mo	LAP
Vocalizes four different syllables	7 mo	Bay
Makes polysyllabic vowel sounds	7 mo 7.8 mo	Ges Bay
Says "da-da" or equivalent	7.9 mo 8 mo 9 mo 10 mo	Bay Slos/C Ges Den
Vocalizes single syllable as da, ba, ka	8 mo	Ges
Babbles tunefully, repeating syllables in string (mam-mam)	9 mo	Sher
Jabbers loudly using wide range of inflections and phonetic units	12 mo 15 mo	LAP Sher
Uses jargon	15 mo	Sher
On one word responses, often uses initial consonant with a vowel, but seldom the final consonant	18 mo	LAP
Speaks intelligibly but shows may infantile phonetic substitutions	36-48 mo	Sher
Verbalizes sounds-b, p, m, w, h	36-48 mo	LAP
Uses perfected sounds-b, p, n, h	36-48 mo	F
Makes only a few infantile substitutions in speech	48-60 mo	Sher
Articulates, not in infantile style	54 mo	LAP/Ges

Expanded control of intonation, pitch, stress

Jabbers tunefully to self at play	18-23 mo	Sher
Changes voice to a faster rate when necessary	36-48 mo	LAP
Increases volume of voice	36-48 mo	LAP

2. Imitates sounds

Imitates sounds	6.6 mo	Vin
Imitates speech sounds	7 mo	LAP
Imitates sounds such as cough, tongue click, smacking lips, brrr, etc.	9 mo	Sher/Ges

3. "Masters" consonants

The information below represents the average age at which correct consonant production first occurs and the upper age limit of customary production. At the upper age limit, according to sources consulted (Sanders, 1972), 90% of the population tested could produce the required consonants in two out of three positions in words.

p, m, h, w, b	18-36 mo
k, g, d	24-48 mo
t, ng	24-72 mo
f, y	30-48 mo
r, l, s	36-72 mo
ch, sh, z	42-84 mo
j	48-84 mo
v	48-96 mo
th (think)	52-84 mo
th (then)	60-96 mo
zh	72-96+ mo

C. Says words

1. Says words in response to environmental cues; expands vocabulary (although not specifically stated by sources consulted, one suspects that imitation plays an important part)

Says one word other than mama or dada, this one word can be short syllable child uses consistently to designate an object	10 mo	Slos/Ges
	11 mo	C
Uses two words in speaking vocabulary besides "ma-ma" or "da-da" (including "da-da"-Bay, says "ta-ta" or equivalent-Ges)	12 mo	C
	12.5 mo	Slos
	13-15 mo	Ges
	14.2 mo	Bay
Says three words other than ma-ma and da-da	12.3 mo	Den
	12.5 mo	Slos
	14 mo	Ges/LAP/C
Says four or five words including names	15 mo	LAP
Says vocabulary of four to six words (including names-Ges; five words-C, Slos)	15 mo	Ges
	16 mo	C/Slos
Says six words (besides mama and dada)	17 mo	LAP/Slos
Uses 6-20 recognizable words and understands many more	18-23 mo	Sher
Uses expressive vocabulary of at least 15 words (25-Vin)	20.5 mo	Vin/Slos
Says 20 words	21 mo	LAP
	24-29 mo	Sher/Slos

	Uses expressive vocabulary of 50 or more words (average vocabulary-272 words-H)	24-29 mo	LAP
	Uses 200 or more recognizable words (speech shows numerous "infantilisms")	30-35 mo	LAP/Sher
	Uses 900-word vocabulary	36-48 mo	MPS
2.	Says words in imitation		
	Imitates words	12 mo 12.5 mo	Sher Bay
	Echoes prominent or last words addresses to him	18-23 mo	Sher
	Says words; echolalia almost constant, with one or more stressed words repeated	24-29 mo	Sher
	Repeats self in speech activity (echolalia)	30-32.5 mo	Sher/Ges
3.	Says words, labeling objects, pictures, colors		
	Objects		
	Labels one object (when asked, "What is this?")	17.8 mo	Bay
	Labels two of five objects (ball, watch, pencil, scissors, cup)	21.4 mo	Bay
	Labels three of four objects of following: ball, watch, pencil, scissors and cup	24 mo	Bay
	Labels three of the following objects: chair, automobile, box, key, fork (four at 27 mo-C)	24 mo	C
	Names special miniature toys at distance of 10 ft.	24-29 mo	Sher
	Names four of five common objects: chair, auto, box, key, fork	27 mo	C/LAP
	Labels own mud and clay products as pies, cakes	30-35 mo	Ges/LAP
	Names six of six common objects: flag, chair, car, box, key, fork	30-35 mo	LAP
	Names block structure as a bridge, bed, track	30-35 mo	Ges
	Names agent of six of 20 actions (What cuts?-knife)	34.4 mo	MPS
	Pictures		
	Names one of five pictures of common objects (cat, bird, dog, horse, man)	19.3 mo 20.3 mo	Bay Den
	Names three of four pictures of common objects	22 mo 22.1 mo	LAP Bay
	Names 3 of 18 pictures of common objects	24 mo	C
	Names familiar picture cards	24 mo	LAP
	Names 5 of 10 pictures	25 mo	Bay
	Identifies 6 of 10 pictures of common objects	27 mo	C
	Names 8 of 18 pictures of common objects (most of Golden ABC pictures-Vin)	30-35 mo	C/Vin
	Names own drawing	36-48 mo	MPS/LAP

Names one pictured animal from memory	36-48 mo	LAP/C
Names 10 of 18 pictures of common objects	36-48 mo	MAP
Says phrases telling about pictures (names three objects, describes one object, interprets one element correctly or incorrectly)	42 mo	C
Names 14 of 18 pictures of common objects	48-60 mo	LAP/C
Names objects (pictured) removed from memory (one of three objects, two or three trials)	48-60 mo	C

Colors

Names one color	30-35 mo	Vin
Names all colors	36-48 mo	LAP/Vin/Den

4. Says words imitatively in response to verbal cue (i.e., "say 'kitty'")

Imitates two of four words (ball, kitty, bird, dinner)	22.4 mo	MPS
	24 mo	LAP
Imitates four of four words (ball, kitty, bird, dinner)	24.4 mo	MPS
Imitates names for hair, hands, feet, nose, eyes, mouth, shoes	24-29 mo	LAP
Shows correctly and imitates words for hair, hands, feet, nose, eyes, mouth, shoes-on request	24-29 mo	Sher
Imitates a six-word sentence	36-48 mo	LAP/Ges
	41 mo	Slos
Imitates words together: "I have fun playing with my friends."	53 mo	Slos
Imitates correctly "I go to the store to boy bread, butter and milk." (one of three trials-Ges)	58 mo	Slos
Repeats one of two sentences correctly: "We are going to boy some candy for mother." "Jack likes to feed the puppies in the barn." (one of three-12 to 13 syllables-Ges)	48-60 mo	C

D. Uses words in sentences - words categorized according to "parts of speech." While the generative linguistics model attempts to avoid using this type of categorization, it may yet be of interest to note when these "parts of speech" are first used according to adult rules, and which constructions seem to present more problems.

Nouns and verbs

Nouns and verbs appear to be among the first words acquired and are still used most frequently even between the third and fourth year.

Uses nouns and verbs most frequently	36-48 mo	LAP

Pronouns		
Uses "me," "you," and refers to self by name	23.5 mo	Slos
Uses "I," "me," "you," etc. in speech, not always correctly	24-29 mo	Vin
	24 mo	LAP
	30-35 mo	Sher/Ges
Uses pronouns to refer to self	36-48 mo	Sher/Ges
Uses frequently words "I," "it," "you," "that," "a," "do," "this," "not," "the"	36-48 mo	Vin/LAP
Plural and tense inflections		
Uses plural inflections	28 mo	Vin/C/Den/Ges/Sher
	36-48 mo	LAP
Uses inflections to indicate past, present	36-48 mo	Sher
Uses inflections indicating future	48-60 mo	Sher
Adjectives and adverbs		
Says words, verbalizing opposites	30 mo	LAP
Says words, verbalizing opposite analogies	36-48 mo	LAP
	38 mo	Den
Says words telling which of two pictured balls is bigger	42 mo	C
Says words telling which of two sticks is longer	35 mo	Den
	42 mo	C
Makes opposite analogies, two of five (three of five-54 mo-C; three of three-50-54 mo-Slos)	48-60 mo	C/Slos
Makes opposite analogies	48-60 mo	LAP
Compares three pictures (which one is prettier)	54 mo	C/LAP
Tells pictorial likeness and differences (on three of six pictures)	54 mo	C/LAP
Responds correctly to "milk is white, butter is _________" (yellow or yellowish)	59 mo	Slos
Tells similarities or differences in 9 of 12 pictures	60-72 mo	C/LAP
Gives descriptive comment of one element with enumeration (names three objects spontaneously)	60-72	Ges
E. Says phrases		
1. Makes statements		
Combines two different words in speech	18 mo	LAP
	20.6 mo	Bay
	21 mo	Slos
Demands desired objects by pointing, accompanied by loud, urgent vocalization or single words (uses words to make wants known-C, Bay, Ges)	18 mo	C
	19 mo	Slos
Asks for water when thirsty	23 mo	LAP
Asks for food when hungry	23 mo	LAP

Talks to self continually during play	24-29 mo	Sher
Combines two or more words to form simple sentences (three-Slos)	24-29 mo	Sher/Slos/LAP
Says 10 words in a group	30.5 mo	MPS
Utters negative statement	30-36 mo	LAP
Talks intelligibly to self at play concerning events happening here and now	30-35 mo	Sher/Ges
Says 13 words in a group	34.0 mo	MPS
Talks to self in long monologue, mostly concerning the present, including make-believe activities	36-48 mo	Sher
Says words relating experiences; describes activities	38 mo	Sher/Vin
Speaks in nearly complete sentences	48-60 mo	H

2. Asks questions

Constantly asking names of objects	24-29 mo	Sher
Asks for "another"	24-29 mo	Vin
Forms a verbal unsolicited question	30-36 mo	LAP
Asks many questions beginning what, where, who	36-48 mo	Sher/LAP
Asks meaning of words	60-72 mo	Sher
Asks meaning of abstract words	60-72 mo	LAP/Sher

3. Gives description, definition or information about functions of objects, pictures, words

Answers 1 of 10 questions (e.g., "What is this?" "chair")	21 mo	MPS
Answers 6 of 10 questions	28.5 mo	MPS
Answers correctly "What do you hear with?" (pointing or saying "ear")	29 mo	Slos/LAP
Identifies three of following six objects by use: cup, shoe, penny, knife, auto, iron	30 mo	C
Identifies six objects by use. Points to cup, shoe, penny, knife, auto, iron. When asked a question such as "What do you drink out of?"	30 mo	C/LAP
Says phrase giving use of test object	30-35 mo	Ges/LAP
Says words identifying action in pictures	30-35 mo	Vin
	36-48 mo	LAP/Ges/MPS
Uses nouns and verbs most frequently	36-48 mo	LAP/F
Answers questions: "Why do we have to take a bath?" "Why do we have stoves?"	42 mo	C
"What must we do when we are thirsty?"	47 mo	Slos/LAP
Says phrase defining words	48-60 mo	LAP
Responds correctly to "A hat goes on your head. Shoes go on your	49 mo	LAP/Slos
Says words defining four words in terms of use	54 mo	LAP/Ges
Names materials objects are made of (two of three, chair, dress, shoe, etc.)	54 mo	LAP/C
	59 mo	Den

Answers questions: "Why do we have houses, books, clocks, eyes, ears?"	55 mo	C/Slos
Says words defining concrete nouns by use	60-72 mo	Sher
Says words defining two of three of the following objects (i.e., house, book, shoes)	60-72 mo	Sher
Tells source of 15 of 20 actions: "What bounces?"	60-72 mo	LAP
Tells agent (producer) of 15 of 20 actions: "What skates?"	60-72 mo	Ges
Tells agens (producer) of 16 of 20 actions in 86 sec	62.4 mo	MPS
Tells how a crayon and pencil are the same and how they are different	70 mo	Sher/LAP

PREREADING

Certain readers may question the inclusion of a preacademic section in a set of pinpoints designed primarily for use by teachers of the severely handicapped. These readers may argue that individuals who demonstrate readiness for the academic areas would no longer be considered severely handicapped. It is precisely for this reason that a section concerning academic readiness is included in the Developmental Pinpoints. Through giving a child the opportunity to pursue maximum growth in each major developmental area as he becomes ready for such experiences, it may be possible to help him to rid himself of his previously assigned label.

PREREADING OVERVIEW

I. Establishes book and story preferences.

II. Performs movements in relation to books and pictures.

III. Says words in relation to books, stories.

PREREADING PINPOINTS

I. Establishes book and story preferences

Chooses tactile books such as Pat the Bunny	18-23 mo	Ges
Chooses picture books; points to fine detail in favorite picture	24-29 mo	Sher/Ges
Chooses books with sound repetition, rhymes	24-29 mo	Ges
Asks to have stories simplified by interpreting them to him using his vocabulary, people and experiences he knows, especially his own name	24-29 mo	Ges
Asks adult to "tell story" about himself; fills in phrases he knows	30-35 mo	Ges
Asks for same stories from day to day	30-35 mo	Sher/Ges
Listens attentively to stories	36-48 mo	LAP/Sher

II. Performs movements in relation to books and pictures

Fixes gaze on pictures in book	10 mo 15 mo	LAP/Bay Sher

Turns pages of book	12 mo	Bay
	15 mo	Ges
	16.5 mo	Slos
Pats pictures in book (shows interest-Slos)	15 mo	Ges
	16.5 mo	Slos
Points to pictures in book (find ball)	18 mo	LAP
	18-23 mo	Sher/Vin/Ges/ C/Bay
	21 mo	LAP
Turns pages of book two or three at a time	18-23 mo	LAP/Sher
	24 mo	LAP
Turns pages singly	24-29 mo	Sher/H
Picks up book on request	28 mo	Slos
Makes gestures pretending to pick up objects from pictures	30-35 mo	Ges

III. Says words in relation to books, stories

Says at least one nursery rhyme	36-48 mo	Vin/Ges/Sher
Recites poem from memory or sings a song	36-48 mo	Vin
"Reads" by way of pictures; says words about pictures	48-60 mo	Vin
Listens to and tells long stories, sometimes confusing fact and fantasy	54 mo	Sher/Ges
Acts out stories	60-72 mo	LAP

PREMATH

In organizing this section concerning math pinpoints, the authors found that their standard pool of developmental sources offered few guidelines. It then became necessary for them to explore other resources which might provide information about readiness pinpoints. In keeping with the attempt to cite "large-N" research studies, the authors, after conducting an extensive search of the literature, offer here only those sources which provide data gathered on at least 100 individuals. Unfortunately, a search of the literature revealed that, while there exists much speculation on the topic of math readiness, there exist few "large-N" research studies which could offer precise pinpoints in keeping with the format of the other sections of Developmental Pinpoints. Those studies, which have been uncovered after an extensive search, may be in themselves subject to some design questions; however, when summarizing their results, one begins to note some rather interesting groupings into which the pinpoints explored may be categorized. In viewing the resulting list of pinpoints, the reader is encouraged to keep in mind that the precise ordering of topics from rote counting to related areas remains questionable. Within our outline, many major research questions concerning order remain; for example, the issue regarding placement of ordinal versus cardinal number. There are those researchers who would argue that ordination precedes cardination (Brainerd, 1973), still other arguing that these concepts develop concurrently (Copeland, 1970) and that the reverse order, cardinal before ordinal, exists (Brace and Nelson, 1965, Rea and Reys, 1971). The authors have placed ordination following cardination in their skill sequence here, based upon the resources that were finally, after careful deliberation, chosen to serve as the bases for these pinpoints. The general trend in the data utilized would indicate that ordination should follow cardination.

When viewing this set of pinpoints, the reader will note that the authors have taken particular care to note, whenever, possible, the context in which a particular pinpoint has occurred. If the child's ability to judge the term "biggest" was to be pinpointed, for example, the authors have indicated, when possible, the context of the situation in which the child responded and the type of movement that was used to indicate his answer. That is, if the child were to say his answer rather than to point to the correct option, this would be carefully noted. The rationale behind the provision of such detail is that mode of responding may be a critical variable in the level of success an investigator achieved. As Brace and Nelson (1965) pointed out, there may be tremendous differences in data concerning a child's number knowledge, when manipulations of objects rather than verbalizations are used as dependent variables. Whenever possible, therefore, the authors have attempted to precisely identify the mode of responding used to indicate understanding, since making a mark, pointing or saying an answer must be considered very different modes, and can be responsible for producing very different results among investigators when viewing the results of the various studies reported. In the pinpoints offered, the reader is, therefore, reminded to consider the conditions under which the children were able to perform.

PREMATH OVERVIEW

I. Sort objects using form and discrimination vocabulary

II. Counts by rote (says numbers without reference to objects)

- A. Repeats digits, 1-10
- B. Repeats digits beyond 10

III. Performs cardination tasks

- A. Forms 1:1 correspondence
- B. Counts rationally
  1. Counts fixed, ordered sets of objects
  2. Counts movable objects
  3. Counts fixed, unordered sets of objects
  4. Identifies, among several sets, the set which has a stated number of objects
  5. Counts out a specific subset from a larger set of objects
- C. Compares set size (after pairing objects (such as chips of two colors))
  1. Identifies set with more
  2. Identifies set with less
  3. Compares set of same size

IV. Performs ordination tasks

- A. Places concrete objects in order, shortest to tallest, smallest to largest, etc.
- B. Orders semiabstract objects
- C. Begins ordering set according to size

V. Identifies numerals

- A. Matches numerals
- B. Identifies numbers when named
- C. Names numerals
- D. Matches numerals with sets
- E. Seriates numerals
- F. Provides missing numerals
- G. Compares numerals (more, less)
- H. Writes numerals 1-5

VI. Uses numbers in related math areas

- A. Money
- B. Time
- C. Calendar
- D. Ruler
- E. Thermometer
- F. Geometric shapes
- G. Fractions

VII. Uses numbers in number stories

PREMATH PINPOINTS

I. Sorts objects using form and discrimination vocabulary such as big, little; large, small; larger, smaller; heavy, light

Points to smaller of two squares	42 mo	Slos
Responds accurately to situations requiring an understanding of largest, smallest, tallest, longest, most, inside, beside, closest, farthest (80%)	60 mo	Bj
Recognized situations describing terms: shortest, underneath, few, some (approx. 50%)	60 mo	Bj
Finds longest (> 80%)	60-72 mo	Wil
Finds shortest (> 50%)	60-72 mo	Wil
Shown golf ball and marble; tells which is biggest (99%)	60-68 mo	R & R
Shown golf ball and marble; tells which is heaviest (94%)	60-68 mo	R & R
Shown pictures of a book, feather, pencil; tells which is heaviest (94%)	60-68 mo	R & R
Shown pictures of book, feather, and pencil; tell which is lightest (80%)	60-68 mo	R & R
Frame of sticks or leavy lines; marks the stick that does not fit (> 75%)	60 mo	Sch
Frame of circles; marks the circle that does not fit (> 50%)	60 mo	Sch
Marks the largest dog (> 80%)	60 mo	Sch
Marks the shortest pencil (> 80%)	60 mo	Sch
Frame of alternate circles-squares as beads; marks circle or square which will make look right (>50%)	60 mo	Sch
Frame of square, two circles, square, etc. as beads; marks circle or square which when added looks right (> 50%)	60 mo	Sch

II.	Counts rotely (says numbers without reference to objects)		
A.	Repeats digits, 1-10		
	Repeats digits rotely, 0-5	40 mo	McD
	Repeats digits rotely, 6-10	54 mo	McD
	Says numbers in order, 1-10	60-66 mo	Ges
B.	Repeats digits rotely beyond 10		
	Counts rotely beyond 10 (> 75%)	60-68 mo	R & R
	Counts rotely beyond 14 (> 75%)	60-68 mo	R & R
	Counts rotely to 19 (mean for group)	60 mo	Bj
	Counts rotely beyond 20	64 mo	McD/B &
III.	Performs cardination tasks		
A.	Forms 1:1 correspondence		
	Answers correctly "Do we have enough straws for the cups?" (> 50%)	40 mo	McD
	(> 80%)	54 mo	McD
	(96%)	64 mo	McD
	Answers correctly when shown two sets and asked "Is there a disk for each child?" (sets with four objects each) (80%)	60-68 mo	R & R
	Makes the same number of marks as circles (2) (> 50%)		Sch
	Draws a line from dot to dot (dots 7 inches apart) (> 80%)		Sch
	Makes one less mark than circles: two circles (> 50%)		Sch
	Four frames: marks the two frames that have the same number of squares: three squares (> 50%)		Sch
B.	Counts rationally (synchronizes touches with objects)		
1.	Counts fixed, ordered set of objects	36-72 mo	Wa
	Rational counting to 10	36-72 mo	Wa
	Counts objects to 19 (mean for entire group)	60 mo	Bj
2.	Counts movable objects	36-72 mo	Wa
	Counts two blocks	36-48 mo	LAP/MPS
	Counts three objects	42-48 mo	PAR
	Counts six pennies (> 70%)	54-64 mo	McD
	Says correct number when shown two to six objects and asked "How many?"	54 mo	LAP
	Given 20 chips, correctly associates between chip and corresponding cardinal number, beyond 10 (> 75%), beyond 15 (> 50%)	60-68 mo	R & R

3.	Counts fixed, unordered sets of objects	36-72 mo	Wa
	Counts five tractors (pictures mounted on paper) (> 70%)	54 mo	McD
	(> 80%)	64 mo	McD
	Counts sets containing one, two, three objects (> 90%)	60-68 mo	R & R
	Counts sets containing four, five objects	60-68 mo	R & R
4.	Identifies, among several sets, the set which has a stated number of objects	36-73 mo	Wa
	Recognizes two pictured items when flashed on cards (93%)	60 mo	Bj
	Marks box with three dots (> 80%)	60-72 mo	Wil
	Marks box with five dots (> 50%)	60-72 mo	Wil
	Marks box with nine dots (> 50%)	60-72 mo	Wil
	Marks frame that has three squares (> 80%)	60 mo	Sch
	Marks frame that has five squares (> 70%)	60 mo	Sch
5.	Counts out a specified subset from a larger set of objects	36-72 mo	Wa
	Counts out 10 objects	36-72 mo	Ho
	Selects quantities of three or less (100%)	60 mo	Bj
	Forms a group of three disks (> 80%)	60-68 mo	R & R
	Marks three of the squares in the frame (> 70%)	60 mo	Sch
	Marks four of the circles in the frame (> 70%)	60 mo	Sch
	Forms groups of three and seven objects (> 50%)	60-68 mo	R & R
	Marks three dots (> 50%)	60-78 mo	Wil
	Marks seven dots (> 48%)	60-78 mo	Wil
C.	Compares set size (after pairing objects, such as chips of two colors)	36-72 mo	Wa
1.	Identifies set with more		
	Two sheets of paper, one with four cars, one with six: Which picture has more cars? (> 70%)	40 mo	McD
	(> 80%)	54 mo	McD
	(96%)	64 mo	McD
	Three pictures, 1-10 houses (> 80%)	54 mo	McD
	Which frame has more buttons? (> 80%)	60 mo	Sch
	Two frames, if one more than other mark it. If same number of circles in both frames mark each frame (> 70%)	60 mo	Sch
	Which frame has the most pictures (> 70%)	60 mo	Sch
	Mark frame with set greater than three (> 70%)	60 mo	Sch
	Frame has more squares than circles, mark extra squares (> 50%)	60 mo	Sch
	Shown four spades and three buckets; tells which set has more (> 50%)	60-68 mo	R & R
	One to five houses, one to seven houses (> 90%) Which picture has the most houses	64 mo	McD

2. Identifies set with less	36-72 mo	Wa
Shown four spades and three buckets; tells which set has less (> 50%)	60-68 mo	R & R
3. Compares sets of same size	36-72 mo	Wa
Determines squality of two sets of 10 beads each. The two groups were shown to the subject in plastic boxes or glass bottles. The arrangements of the beads were not predetermined. After each presentation, the child was questioned concerning the equality of the two groups of beads (>50%)	60-72 mo	Ho
Answers question "Is there a disk for each child?" (four disks, four children) (>75%)	60-68 mo	R & R
Four frames; marks each of the two frames that look the same (four pictures of ducks) (> 50%)	60 mo	Sch
Four frames; marks the two frames that have the same number (nine circles) (> 50%)	60 mo	Sch
IV. Performs ordination tasks		
A. Places concrete objects in order from shortest to tallest, smallest to largest, etc.		
Arranges 10 paper dolls in order by size; locates certain dolls by ordinal names (>50%)	60-72 mo	Ho
B. Orders semiabstract objects		
Points to left, marks the first duck (> 80%)	60 mo	Sch
Marks the last duck (> 50%)	60 mo	Sch
Identifies "middle" and "last" (> 70%)	60 mo	Bj
Identifies "second" and "fourth" (> 50%)	60 mo	Bj
Identifies first (> 50%)	60-72 mo	Wil
Identifies ordinal concepts first and second (> 50%)	60-68 mo	R & R
C. Begins ordering sets according to size		
V. Identifies numerals		
A. Matches numerals	36-72 mo	Wa
B. Identifies numerals when named	36-72 mo	Wa
Marks the numberal for 3 (> 70%)	60 mo	Sch
Identifies numerals 1-8 (> 50%)	60-68 mo	R & R
Marks numeral 4 (> 50%)	60-72 mo	Wil
Marks numeral for 6 (> 50%)	60 mo	Sch
C. Names numerals	36-72 mo	Wa
Correctly names numerals 1, 2, 3, 4, 5 (> 50%)	60-68 mo	R & R
Correctly names numerals 10, 11, 12, 13 (>50%)	60-68 mo	R & R

	D.	Matches numerals with sets	36-72 mo	Wa
		Child matches set of three objects with appropriate numeral by pointing to, placing, or drawing line	No norms	
		Marks number that shows number of fingers on one hand (four or five) (> 50%)	60 mo	Sch
		Marks number that shows how many eyes you have (> 50%)	60 mo	Sch
	E.	Seriates numerals	36-72 mo	Wa
		Marks the number that comes just before 5 (50%)	60 mo	Sch
	F.	Provides missing numerals		
		Supplies next number in a series, such as; 1, 2, 3, __ or 5, 6, 7, __ (>50%)		R & R
	G.	Compares numerals (more, less)	36-72 mo	
	H.	Writes numerals	36-72 mo	Wa
		Writes numerals 1-5, uneven and widely spaced	60-72 mo	LAP/H
VI.	Uses numbers in math related areas			
	A.	Money		
		Identifies money (in group of pictures: boat, ball, money, umbrella) (>80%)	60-68 mo	R & R
		Identifies picture of penny, nickel, dime (> 80%)	60-68 mo 60-72 mo	R & R LAP
		Recognizes penny (80% at 60 mo Bj)		
		Marks the frame that shows a dime (> 70%)	60 mo	Sch
		Identifies $1.00 (show card with ($1.00, $5.00, $10.00) (>50%)	60-68 mo	R & R
		Identifies $5.00 ($1.00, $5.00, $10.00) (>50%)	60-68 mo	R & R
		Identifies $10.00 ($1.00, $5.00, $10.00) (>50%)	60-68 mo	R & R
		Tells which buys less (penny, nickel, dime) (50 > 50%)	60-68 mo	R & R
		Tells which buys most (dime, quarter, half dollar) (>50%)	60-68 mo	R & R
		Makes change: "If you have five pennies, how much money will you give me for a piece of gum that costs 1¢" (>50%)	60-68 mo	R & R
		Marks the frame...which of four coins will buy the most (three cents and nickel) (>50%)	60 mo	Sch
	B.	Time		
		Relates clock time to daily schedule (i.e., runs to turn on T.V. when sees hands of clock at 5:00)	60-72 mo	LAP
		Answers correctly when shown clock and asked: What is this? (80%, 89% at 60 mo-Bj)	60-68 mo	R & R
		Answers correctly when shown clock and asked: What does this tell us? (> 50%)	60-68 mo	R & R
		Four frames with clocks/watches; marks 6:00	60 mo	Sch
		Recognizes time on full hour when referring to clock (> 50%)	60 mo	Bj

C.	Calendar		
	Names calendar (>50%)	60 mo	Bj
	Correctly identifies usage of calendar (>50%)	60-68 mo	R & R
	Marks something that measures days of month (> 50%)	60 mo	Sch
D.	Ruler		
	Marks something that measures table or how tall you are (>50%)	60 mo	Sch
	Answers: What is this used for? (> 50%)	60-68 mo	R & R
	Answers: What is this?	60-68 mo	R & R
E.	Thermometer		
	Answers "Is it getting hotter or colder?" (>50%)	60-68 mo	R & R
F.	Geometric shapes		
	Marks two numbers/figures that are the same (> 70%)	60 mo	Sch
	Marks two shapes that look alike (> 70%)	60 mo	Sch
	Recognizes circle (> 50%) (90% - Bj)	60 mo	Wil
	Marks each circle in the frame (> 50%)	60 mo	Sch
	Matches shapes correctly when asked to match following shapes to a similar figure drawn on cards or a board with a similar figure cutout. (>80%)	60-68 mo	R & R
	Recognizes square (> 50%) when shown a picture of square (> 70%-Bj)	60-72 mo	Wil
	Points to line, as well as sides of triangle (>80%)	60-68 mo	R & R
	Points to corner of square (>80%)	60-68 mo	R & R
	Places finger inside circle (> 80%)	60-68 mo	R & R
	Points to longest line (>80%)	60-68 mo	R & R
	Tells which parallel lines are closest together, farthest apart (> 80%)	60-68 mo	R & R
G.	Fractions		
	Recognizes one-half of one item (> 50%)	60 mo	Bj
	Says number of pieces an object has when it has been cut in half	68 mo	Slos
	Recognizes an item divided into thirds (89%)	60 mo	Bj
	Responds accurately to one-fourth of an item (> 50%)	60 mo	Bj
VII.	Uses numbers in number stories		
	If-then situations Example: (while demonstrating, "If I have two books and I take one away, then how many will I have left?"	60 mo	Sch

2 - 1 = n Mark the right frame (81%). Objects pictured.		
5 - 2 = n Mark the frame (70%). Objects pictured.		
2 + 1 = n Mark the frame (50%). Objects pictured.		
3 + 4 = n Mark the frame (50%). Objects pictured.		
1 + 1 = n Make right number of marks (50%). No objects.		
2 - 1 = n Make right number of marks (50%). No objects.		
When asked to respond to a work problem that involved simple addition and subtraction facts by marking a series of similar pictures:	60 mo	Bj
Solved problems involving addition combinations (almost 90%)		
Solved problems involving subtraction combinations (approximately 75%)		

PREWRITING

While the data available in the area of writing readiness is limited, the reader is encouraged to review the pinpoints evolving from Durkin's (1966) longitudinal studies of early readers. It is suggested from these studies that not only is writing a significant activity in itself, but it also may have an important relationship to reading and reading readiness activities. Although the teacher may find it necessary to substitute other modes of responding for some severely handicapped youngster, writing, for those with certain readiness skills, may provide the basis for activity in other academic areas.

PREWRITING OVERVIEW

I. Shows hand preference

II. Holds writing implements

  A. Holds with fist
  B. Holds with fingers

III. Makes marks

  A. Scribbles
  B. Makes controlled strokes
  C. Writes letters
  D. Writes numbers

PREWRITING PINPOINTS

I.	Shows hand preference		
	Uses one hand consistently for holding, grasping	8 mo	C
	Uses both hands freely but may have a preference for one	12 mo	Sher/Ges
	Uses hands with definite preference	18-23 mo	Sher/LAP
	Uses one hand consistently in most activities	24-29 mo	Ges/Sher/LAP
II.	Holds writing implements		
	Holds crayon (adaptively)	11 mo	LAP
		11.2 mo	Bay
	Hold crayon by fingers rather than fist	30 mo	LAP
		30-35 mo	Ges
		36-48 mo	F/Ges/LAP

III. Makes marks

A. Scribbles

Imitates scribble	10.4 mo	Bay
	13.4 mo	Slos
	14 mo	Ges
	16 mo	C
Makes marks with pencil	12 mo	LAP/C
Scribbles spontaneously (marks with pencil or crayon-Vin)	13 mo	LAP
	13.2 mo	Vin
	13.3 mo	Den
	14 mo	Bay
Makes spontaneous scribble when given pencil and paper, using preferred hand	18 mo	Sher/V/C

B. Makes controlled strokes

Makes incipient drawing stroke in imitation (straight vertical line-Bay)	15 mo	Ges
	17.8 mo	Bay
Makes vertical line in imitation	18.5 mo	Slos
	21.7 mo	Den
	24 mo	Sher/Bay
	27 mo	LAP/C
Makes V stroke in imitation	24 mo	LAP
Makes horizontal line in imitation	24 mo	Slos/Bay/LAP
Makes circle in imitation	24-29 mo	LAP/Ges
	30 mo	Sher/C
	33.5 mo	Slos
Makes spontaneous circular scribble and and dots when given paper and pencil	24-29 mo	Sher/H
Makes vertical and horizontal lines, dots and circular movements	30-35 mo	Ges
Draws two or more strokes for cross	30-35 mo	Ges
Draws circles	30-35 mo	C/Den/Sher
	36-42 mo	Bay/Ges/ I&A/MPS/ Minn/Slos
	48-54 mo	DL
Copies circle	31 mo	Den
	36 mo	LAP
	38.2 mo	Sher/H/Slos/ Ges/C/MPS
Draws cross in imitation	36-48 mo	Ges/Sher
	36 mo	LAP
Draws cross	36-42 mo	Ges/I&A/Minn
	42-48 mo	Bay/Den/MPS
	48-54 mo	DL
Traces around diamond drawn on paper	42 mo	LAP
	60-72 mo	H
Copies cross	41 mo	Den
	48-60 mo	Sher/Ges/ F/LAP

Draws square	42-48 mo	I&A
	54-60 mo	Den
	60-66 mo	Bay/C/Ges/Kuhl/Slos/Sher
	62 mo	PAR
	72-78 mo	DL
Copies star (three of three trials, MPS)	48-60 mo	LAP
	57 mo	MPS
Traces cross	54 mo	Ges
Copies square	56 mo	Den/LAP/F
Copies rectangle with diagonal	60-72 mo	Ges/LAP
Copies triangle	60-72 mo	LAP
Draws a triangle (copies-Ges)	60-72 mo	Ges/H
	60-66 mo	Ges/I&A/Minn/PAR
Draws a diagonal	60-72 mo	H
Copies diamond	72 mo	LAP
C. Writes letters		
Copies V, H	30-35 mo	Ges
	48-60 mo	LAP
Copies V, H, T	36-48 mo	LAP/Sher/C
Prints a few capital letters, large, single letters anywhere on a page	36-48 mo	H
Draws letters	42-48 mo	Sher/Ges
Copies V, H, T, O	48-60 mo	Sher
Prints a few capitals, usually the initial capital of first name	48-60 mo	H/LAP
Prints capital initials of own name	48-60 mo	LAP
Prints simple words	48-60 mo	F/Vin/LAP
Writes a few letters spontaneously	60-72 mo	LAP/Sher
Prints first name in large and irregular letters, getting larger toward middle or end of name (prints a few letters-Ges)	60-72 mo	H/Ges/LAP
Reverses letters frequently, especially S	60-72 mo	H/LAP
D. Writes numbers		
Prints numbers 1-5, uneven and medium-sized	60-72 mo	LAP/H

MOTOR SKILLS

DEFINITION OF TERMS IN MOTOR SEQUENCE

The following are terms commonly used in the motor pinpoint sequence. A brief definition of each term has, therefore, been provided:

Flexion: movement of body parts inward or toward each other; bending; or the state of tone that would tend to cause such movements
Extension: the opposite of flexion; outward movements or the tone necessary for such movements
Reflex: a movement response of a part or parts of the body which always occur in a stereotyped manner when preceded by the appropriate inducing agent

Proximal: refers to the joints or other parts of the body which are closer to the trunk
Distal: refers to the joints or other parts of the body which are further away from the trunk; the periphery
Supine: refers to the back-lying position
Prone: refers to the front-lying position

FINE MOTOR OVERVIEW

Eye Readiness

Sources often describe the sequential development of eye-hand coorindation. While it is not always possible to determine whether a child actually "coordinates" eye and hand movements, the authors of this sequence have traced the development of numerous "eye-readiness" pinpoints prerequisite to tasks which might demand such coordination.

I. Moves eyes toward stationary objects, light source

II. Moves eyes to follow moving objects

III. Closes eyes in response to lights, objects

IV. Fixes gaze on object and reaches

Movements Involving Hands

I. General hand and wrist movement

   A. Hand movement
   B. Finger movement
   C. Wrist movement

II. General hand movements in relation to objects

   A. Holds, grasps, and/or manipulates objects
   B. Releases objects
   C. Picks up objects
   D. Uses hands with banging motion
   E. Pulls objects
   F. Transfers objects from hand to hand
   G. Uses hands with raking motion
   H. Shakes objects
   I. Pushes objects
   J. Pokes objects
   K. Retrieves objects
   L. Dumps objects
   M. Closes boxes
   N. Uses implements to obtain toys

III. Specific hand movements in relation to objects; often used as part of a preacademic program

A. Places objects

  1. Cubes in containers
  2. Pegs in holes
  3. Pellets in containers
  4. Blocks in structures
  5. Forms in formboards
  6. Pieces in puzzles

B. Takes objects apart; puts objects back together

C. Strings beads

FINE MOTOR PINPOINTS

Eye Readiness

I. Moves eyes toward stationary objects, light

A. Moves eyes toward stationary objects		
B. Moves eye toward ring	0.1 mo	Bay
	1 mo	Sher
	1 mo	Ges
	2.5 mo	Slos
	3 mo	C
Moves eye toward ring and holds eye on it	0.4 mo	Bay
	1.3 mo	Den
	2 mo	Ges
Turns eyes to ring (at least 30 degrees, Bay; past midline, Den)	1.3 mo	Den
	1.6 mo	Bay
	2 mo	Ges
Moves eye toward cup or cube and holds eye there	2.5 mo	Bay
	3 mo	Ges
	3 mo	C
	3.3 mo	Den
Moves gaze from one object to another	2.6 mo	Bay
Moves gaze to rattle in hand	3 mo	Ges
Moves eyes to stationary objects within 6-10 inches for more than a second or 2, seldom fixates continuously	3 mo	Sher
	3.3 mo	Den
Moves eyes toward ring for sustained length of time (a few seconds)	5.4 mo	Bay
Moves eyes in unison; (squint now abnormal)	6 mo	Sher
Moves eyes toward third cube immediately	6 mo	Ges
Moves eyes to inspect details of bell	8 mo	C
Moves eyes to inspect contents of box	9.5 mo	Bay
	11 mo	C
B. Moves eyes toward light source		
Fixes gaze on brightness of window or blank wall	1 mo	Sher
Turns eyes and head towards light	1 mo	Sher
	1.6 mo	Bay

II. Moves eyes to follow moving objects

Moves eyes following ring (in horizontal direction)	0.5 mo	Bay
	2 mo	C
Moves eyes following vertical light	0.7 mo	Bay
Moves eyes following ring in vertical direction	1 mo	Bay
	2 mo	C
Moves eyes, following circular path of light	1.2 mo	Bay
Moves eyes following ring in circular path (rattle for 10 sec-Slos; 180 degrees-Den,Ges,Sher)	1.2 mo	Bay
	2.4 mo	Den
	3 mo	Sher/Ges/C
	3.5 mo	Slos
Follows pencil flashlamp briefly with eyes; flashlight at one foot	2 mo	C
Converges eyes as dangling toy is moved toward face	3 mo	Sher
Move eyes following movement of own hands (fingers-C)	3 mo	Sher/LAP/Ges
	3.8 mo	Bay
	4 mo	LAP
Moves eyes to follow ball across table	3.1 mo	Bay
	4 mo	C
Moves eyes toward rattle in hand	4 mo	Ges/Slos
Moves eyes toward rolling balls of 2, 1 and ½ inch diameter at 10 ft.	6 mo	Sher
Moves eyes toward adult movement across room, follows movement	6 mo	Sher
Manipulates bell, moving eyes to inspect detail	6.5 mo	Bay
Moves eyes to correct place where toys dropped within reach of hands	9 mo	Sher
Moves eyes after toys falling over edge of surface (carriage or table)	9 mo	Sher
Moves eyes to correct place for toys that fall out of sight	12 mo	Sher/LAP
Moves eyes to follow small toy pulled across floor up to 12 ft.	15 mo	Sher
Moves eyes to follow path of small toy swept vigorously from table	15 mo	Sher
Fixes eye on small dangling toy at 10 ft.	18-23 mo	Sher

III. Closes eyes in response to movement of lights and objects

Closes lids tightly when pencil light shone directly into them at 1-2 inches	1 mo	Sher
Blinks at shadow of hand, delayed midline regard; blinks at ring	2 mo	Ges
Blinks at toy moved toward face	3 mo	Sher

IV. Fixes gaze on object and reaches

Moves eyes toward raisin; reaches for raisin	4 mo	Ges
	4.4-5.5 mo	Bay
	5 mo	C
Fixes gaze on small objects and reaches for them	4.4 mo	Bay
	6 mo	Ges/Sher
Fixes eyes on and retrieves rolling ball 2½ inches, at 10 ft.	18-23 mo	Sher

Movement Involving Hands

I. General hand and wrist movements

A. Hand movement

Holds hands open	3 mo	Ges/C

B. Finger movement

Clasps and unslasps hands in finger play	3 mo	Sher/C
	3.2 mo	Bay
Manipulates fingers	4 mo	C
Closes fist and moves thumb	34.5 mo	MPS
Closes fist and wiggles thumb in imitation, right and left	36-48 mo	LAP/Sher
Touches thumb to two of four fingers on same hand	36-48 mo	MPS/F
Moves fingers with agility	36-42 mo	MPS
Brings thumb into opposition with each finger, right and left	42-48 mo	MPS
	48-54 mo	Sher
Spreads hand and brings thumb into opposition with each finger in imitation	48-60 mo	Sher

C. Wrists

Rotates wrist	5.7 mo	Bay

II. General hand movements in relation to objects

A. Holds, grasps, and/or manipulates objects

Grasps

Grasps handle of spoon, rattle or like object when fingers are pried open, but may quickly let go	0.7 mo	Bay
	1 mo	Sher
Grasps rattle briefly	2 mo	Ges
	3 mo	LAP
Grasps rattle actively	3 mo	C
	3.3 mo	Den
Grasps with near hand only for rattle, ring	5 mo	Ges
Grasps one cube on contact	5 mo	Ges
Uses whole hand in palmar grasp (cube-Ges)	6 mo	Sher
Grasps with thumb and finger	7.8 mo	Vin
	8.3 mo	Den
Grasps at pellet with unsuccessful inferior scissor grasp	8 mo	Ges
Grasps between finger and thumb in scissor fashion	9 mo	Sher/Ges
Grasps third cube	9 mo	Ges
	10 mo	C
Grasps pellet or raisin in neat pincer grasp	10 mo	Ges/LAP
	10.7 mo	Den
	11 mo	C

Grasps object by handle	10 mo	Ges
Grasps object by top of handle	11 mo	Ges
Grasps and holds two small objects in one hand	14 mo	Slos
Grasps and holds third cube	14 mo	C
	15 mo	Sher
Holds		
Holds ring when placed in hand	1 mo	LAP
Holds cube with ulnar-palmar prehension	3.7 mo	C
Holds two cubes in hand	4.7 mo	Bay
Holds one cube in hand, approaches another	6 mo	Ges
Holds two of three cubes offered	6.1 mo	Den
	6.3 mo	Bay
Holds cube with radial palmar grasp	7 mo	Ges
Holds one cube, grasps another	7 mo	Ges
Holds two cubes more than momentarily	7 mo	Ges
Holds rattle for at least 3-minute period	7 mo	Slos
Holds second and third cube presented	7.6 mo	Bay
	8 mo	Ges
Holds two cubes	8 mo	Ges
Holds pellet in neat pincer (thumb and forefinger)	8.9 mo	Bay
Holds cube with radial digital grasp	9 mo	Ges
Holds pellet in inferior pincer grasp	10 mo	Ges
Manipulates		
Manipulates ring	2.6 mo	Bay
Manipulates rattle in simple way	2.8 mo	Bay
	4 mo	Ges
Moves ring to mouth with hand	3.8 mo	Bay
	4 mo	Ges
Manipulates string (objects-Sher)	8 mo	C
	9 mo	Sher
Manipulates string on ring	9 mo	Ges
Manipulates string with plucking movement	10 mo	Ges
Dangles ring by string	12.4 mo	Bay
	13 mo	Ges

B. Releases objects

Drops rattle immediately when placed in hand	1 mo	Ges
Releases toy by pressing against firm surface but cannot yet put down voluntarily	9 mo	Sher
	10 mo	Ges

C. Picks up objects

Takes rattle placed on chest	4 mo	LAP/C
	4.9 mo	Bay
Picks up cube	4.6 mo	Bay
	6 mo	LAP
Takes rattle from shoulder	5 mo	C
Picks up inverted cup	5.2 mo	Bay
Picks up cup, grasping handle	6 mo	LAP
Picks up cube from cup in imitation	10.5 mo	Slos
	11 mo	LAP/Ges

	Picks up cube concealed by cup	12 mo	LAP
	Picks up small objects with precise pincer grasp	12 mo	Sher/Ges
	Picks up objects one by one, drops, picks up again	12 mo	Ges
	Picks up and holds two small objects in one hand	14 mo	LAP
	Picks up string, small objects, neatly between thumb and finger	15 mo	Sher
	Picks up small beads, threads, etc., immediately on sight with delicate pincer grasp	18-23 mo	Sher
	Picks up pins and thread neatly and quickly	24-29 mo	Sher
	Picks up pins, thread, etc., with each eye separately covered	36-48 mo	LAP
	Picks up minute objects when each eye is covered separately	60-72 mo	Sher
D.	Uses hands with banging motion		
	Bangs objects together in play	5 mo	LAP
		5.4 mo	Bay
	Bangs bell	7 mo	Ges
	Bangs spoon	8 mo	LAP/C
		8.6 mo	Bay
	Hits two objects together spontaneously	9 mo	Slos
	Hits cup with spoon	10 mo	C/LAP
	Rattles spoon in cup	12 mo	C/Sher
	Beats two spoons together	12 mo	C
E.	Pulls objects		
	Pulls down suspended ring	5 mo	C
		5.6 mo	Cen
		5.7 mo	Bay
	Pulls string and secures ring	7.1 mo	Bay
		8 mo	C
F.	Transfers objects from hand to hand		
	Transfers object from hand to hand	5 mo	C/Slos
		5.5 mo	Bay
	Transfers cube hand to hand	6 mo	LAP
	Shifts brush from one hand to another in painting	18-23 mo	Ges
G.	Uses hands with raking motion		
	Rakes and obtains small objects (raisins, beads)	5.6 mo	Den
		5.8 mo	Bay
		6 mo	LAP
	Attempts to pick up small objects (rakes, contacts-Ges, Bay)	6.8 mo	Bay
		7 mo	Ges/C
	Rakes small object radially and holds	8 mo	Ges

	H.	Shakes objects		
		Shakes bell	7 mo	LAP/Ges
	I.	Pokes objects		
		Pokes at holes in pegboard	8.9 mo	Bay
		Pokes at small object with index finger	9 mo	Sher
	J.	Pushes objects		
		Pushes cube with cube	9 mo	Ges
	K.	Retrieves objects		
		Removes round block easily from formboard	12 mo	Ges
		Retrieves rolling ball with hand	18-24 mo	Ges
	L.	Dumps objects		
		Dumps raisins, beads from bottle spontaneously	13.3 mo	Den
		Dumps raisin from bottle (in imitation)	14.8 mo	Den
		Dumps raisins from bottle (spontaneously)	18 mo	LAP
		Fills and dumps containers with sand	24-29 mo	LAP
	M.	Closes boxes		
		Closes round box	14.6 mo	Bay
			16 mo	C
		Closes oblong box	20 mo	C
	N.	Uses implements to obtain toys		
		Obtains toy with implement (i.e., stick)	17 mo	Bay/LAP
			20 mo	C
		Uses string to draw toy closer	27.6 mo	MPS
III.	Specific hand movements in relation to objects; often used as part of a preacademic program			
	A.	Places objects		
		Cubes in containers		
		Places cube in cup	9 mo	Bay
			10 mo	C
		Places cube in cup on command	9.4 mo	Bay
			11 mo	C
		Puts three or more cubes in cup	11.8 mo	Bay
			12 mo	LAP
		Places one cube in cup and takes it out (on command-Ges)	12 mo	C/Sher
			13 mo	Ges
		Places nine cubes in cup	14.3 mo	Bay
		Places six cubes in and out of cup with demonstration	15 mo	Ges

Places 10 blocks in cup	18 mo	C
Places 13 of 16 cubes in box	21.6 mo	MPS
Places 12 cubes in box (12 of 12)	24 mo	C
Places 16 cubes in box in 125 seconds	26.3 mo	MPS
Nests four cubes in 250 sec.	27.6 mo	MPS
Places 16 cubes in box in 100 sec.	32.3 mo	MPS
Nests four cubes in 30 sec.	33 mo	MPS
Pegs in holes		
Touches holes in pegboard	8.9 mo	Bay
	10 mo	C
Places one peg repeatedly	13 mo	Bay
Pulls out and replaces peg in Wallin Peg Board A	14 mo	C
Puts all pegs in Wallin Peg Board (6 pegs in	16 mo	C
holes) when used-C; in 70 sec.-Bay	16.4 mo	Bay
Puts pegs (six) in holes in 70 sec.	16.4 mo	Bay
Puts pegs (six) in holes in 42 sec.	17.6 mo	Bay
Puts six round pegs in holes in 30 sec. (in 38 sec-MPS)	18 mo	C
	20 mo	Bay
	21 mo	MPS
Places six square pegs in square holes	20 mo	C
Puts six round pegs in pegboard in 25 sec.	26.5 mo	MPS
Puts six round pegs in holes on pegboard		MPS
in 22 sec.	26.6 mo	MPS
Puts six square pegs in square holes in 41 sec.	27 mo	MPS
Places six square pegs in square holes on pegboard in 27 sec.	32.6 mo	MPS
Places six round pegs in round holes (in 20 sec.-MPS)	33-38.4 mo	MPS
	36-48 mo	LAP
Puts six square pegs in square holes in pegboard	40 mo	MPS
Pellets in containers		
Points at pellet released into bottle	11 mo	Ges
Tries to put pellet in bottle; fails	13 mo	Ges
Takes pellet out of bottle	13.4 mo	Bay
Takes pellet out of bottle in imitation	14 mo	C
Puts pellet in and takes it out to solve pellet and bottle problem	16 mo	C
Puts 10 pellets in box in 25 sec.	48-60 mo	Ges
Puts 10 pellets into a box in 20 sec.	60-72 mo	Ges
Blocks in structures		
Vertical structures		
Builds tower of two cubes	13 mo	LAP
	13.4 mo	Bay
	15 mo	Ges/Sher
	15.5 mo	Slos
Places blocks to make tower of three small blocks or spools	16 mo	Slos
	16.7 mo	Bay

Places blocks to make tower of four small blocks or spools	17 mo	Slos
	18-24 mo	Den
	30-36 mo	Bay/C/Ges/ MPS/Minn/ Sher
Places blocks to make tower of three cubes	20 mo	Sher/Ges/C
	21 mo	MPS
Places blocks to make tower of five to six cubes	21 mo	LAP
	23 mo	Slos/Bay
Places cubes to form bridge or tower (in imitation	30 mo	C
	32 mo	Den
	36-38 mo	LAP
Places cubes to form tower of seven cubes (8-Ges, Bay)	30+ mo	Sher/Ges
Makes tower with nine cubes	36-48	Sher/Ges/ LAP
Makes tower of five blocks graduated in size (Montessori Little Pink Tower-33 sec-38.6 mo, 22 sec-44.5 mo)	36-48 mo	MPS
Places 10 or more cubes in tower	48-60 mo	LAP/Sher
Places five blocks graduated in size, in a stack within 14 sec (in 17 sec-53.6 mo)	50.6 mo	MPS
Stacks five blocks, graduated in size, within 10 sec.	63.0 mo	MPS
Horizontal structures		
Makes train of cubes, in imitation (places cubes horizontally)	26.1 mo	Bay
	27 mo	C
Lines up blocks to form "train" (spontaneously)	30-35 mo	Sher
Combination, vertical-horizontal		
Moves blocks to build vertically and horizontally with beginning of symmetry	30-35 mo	Ges
Puts chimney on train	30-35 mo	Ges
Places blocks to make bridge (spontaneously)	30-36 mo	Den/MPS
	36-42 mo	Bay/C/Ges/ H/Sher
	48-54 mo	DL
Makes bridge of three from model	32 mo	Den/C/H/MPS
	42 mo	Sher/Ges
Makes gate from model (54 mo-Ges)	48-60 mo	Ges
Builds bridge from model-three cubes (7 sec-48.7 mo-MPS)	48-60 mo	Ges/MPS
Pyramids		
Makes three-cube pyramid in 17 sec.	33 mo	MPS
Places six blocks in pyramid	36-42 mo	QSS
	42-48 mo	Kuhl
	48-54 mo	Sher

Builds three steps with six cubes after demonstration (Pyramid-35 sec-51 mo, 30 sec-57 mo-MPS	48-60 mo	Sher/MPS
Places 10 blocks in pyramid	No norms	
Places six cubes to form three steps, from a model (two steps-Ges)	60-72 mo	Sher/Ges
Forms in formboard		
Places one round block in formboard (two each, three geometric shapes)	13.6 mo	Bay
Places one round block in formboard (one each, three geometric shapes)	15 mo	Ges
	16 mo	C
Places circle in rotated formboard	18 mo	C
Places two round and two square blocks on formboard	19.3 mo	Bay
Places square in three-hold formboard	20 mo	C
Places three blocks correctly on formboard (triangel, square, circle)	21.2 mo	Bay
	22 mo	C
	24-29 mo	H/Ges
Places six blocks correctly on formboard (circle, square, triangle)	22.4 mo	Bay
Places blocks correctly after four trials	24 mo	LAP
Places three blocks (square, circle, triangle) on rotated formboard	25.4 mo	Bay
	30 mo	C
Put six blocks on formboard in 150 sec	30 mo	Bay
Places six round and square blocks in formboard in 90 sec.	30 mo	Bay
Places six round and square blocks in formboard in 60 sec.	30+ mo	Bay
Places two of three color forms, all one color	30-35 mo	Ges
Places forms correctly and repeatedly when formboard is rotated or reversed	30-35 mo	Bay
Places two of ten blocks in correct place on formboard (Sequin)	31.5 mo	MPS
Places ten shapes on bormboard in 222 sec. (Sequin)	33 mo	MPS
Places forms immediately when formboard is rotated or reversed	36-48 mo	Bay/C
Places ten shapes in place, two of three trials 109 sec-37 mo, 73 sec-44 mo, 63 sec-48 mo	36-48 mo	MPS
Forms rectangle of two triangular cards	60-72 mo	C/LAP
Places ten forms out of ten correctly on formboard in 39 sec.	62.3 mo	MPS
Places ten forms out of 10 on board in 35 sec.	69 mo	MPS
Pieces in puzzles		
Complete two-piece puzzle, 14 sec-4 sec.	42 mo	C/MPS
Complete two-piece puzzle, 3 sec.	50.1 mo	MPS
Completes three-piece puzzle, 46 sec.	50.2 mo	MPS

	Completes four-piece puzzle	51.4 mo	MPS
	Completes seven-piece puzzle (317 sec-36-38 mo-LAP, MPS, 150 sec-50.6 mo-MPS)	51 mo	LAP
	Completes ten-piece puzzle	65.6 mo	MPS
B.	Takes objects apart; puts objects together		
	Takes things apart and puts them together	24-29 mo	Ges
C.	Strings beads		
	Strings beads-two sec.	36-48 mo	C/H/LAP

GROSS MOTOR OVERVIEW

I. Maintains static balance

- A. Supports head
- B. Thrusts, waves arms
- C. Thrusts legs
- D. Sits
- E. Stands
- F. Bends from waist
- G. Squats

II. Maintains dynamic balance, using basic movement patterns

- A. Crawls and creeps
- B. Takes steps
- C. Rolls body
- D. Runs
- E. Climbs
- F. Fumps
- G. Hops
- H. Skips

III. Maintains general coordinated movement patterns

- A. Reaches with arm
- B. Kicks
- C. Bounces
- D. Pushes objects; pulls objects
- E. Throws objects
- F. Rolls objects
- G. Kneels
- H. Carries objects
- I. Pedals
- J. Swings
- K. Catches objects
- L. Turns
- M. Moves with pounding motion
- N. Skates
- O. Dances

GROSS MOTOR PINPOINTS

I. Static balance

A. Supports head

1. Moves head		
Makes lateral head movements	0.1 mo	Bay
	1 mo	LAP
Moves head following dangling ring	3.2 mo	Bay
	5 mo	Ges
Moves head and eyes in every direction	6 mo	Sher
Lifts head for five-sec interval when supine	7.5 mo	Slos
2. Lifts head		
Lifts head when held at shoulder	0.1 mo	Bay
	1 mo	LAP
Lifts head momentarily when prone	1 mo	LAP
	1 mo	Ges
Lifts head from dorsal suspension	1.7 mo	Bay
Lifts head up when prone (90 degrees-Den; for several sec-C)	2 mo	C
	2.2 mo	Ges/Den
	2.5 mo	Sher
Lifts head and upper chest well up in midline using forearms as support, legs straight out, buttocks flat when prone (for 10 sec-Slos)	2.1 mo	Bay
	2.5 mo	Slos
	3 mo	C/Den/Sher
	4 mo	Ges
Lifts head and chest well up supporting himself on extended arms, when prone	6 mo	Sher
Raises head from pillow when lying on back	6 mo	Sher
	7 mo	Ges
3. Holds head		
Holds head erect when held at shoulder for 3 sec	0.8 mo	Bay
	1 mo	Sher
Turns head immediately to sides when prone; arms and legs flexed under body, buttocks humped up	1 mo	Sher/Ges
Lets head fall forward, whe back in one complete curve when held sitting (marked head lay-Ges)		
Holds head to one side when supine; with arms and legs on same side outstretched, or both arms flexed, knees apart, soles of feet turned inward, lifted head falls loosely	1 mo	Sher/Ges
Holds head predominately erect when held sitting	2 mo	Ges
	3 mo	Vin
Holds head in midposition when prone	2 mo	Ges
	3 mo	Sher
Holds head steady, set forward when held sitting	2.3 mo	Bay
	2.9 mo	Den
	3 mo	Vin/C
	4 mo	Ges

	Holds head in midposition when supine	3 mo	Sher/Ges
	Balances head when body is tilted	4.2 mo	Bay
	Holds head firmly erect, back straight when sitting	6 mo	Sher/Ges
B.	Thrusts, waves arms		
	Thrusts arm in play when supine	0.8 mo	Bay
		1 mo	Sher
	Waves arm symmetrically	3 mo	Sher
	Moves arms briskly and holds them up to be lifted	6 mo	Sher
	Moves arms very actively in carriage, bath, and crib	9 mo	Sher
C.	Thrusts legs		
	Thursts legs in play when supine	0.8 mo	Bay
		1 mo	Sher
	Lifts legs into vertical position and grasps foot	6 mo	Sher/Ges
	Brings feet to mouth when supine	7 mo	Slos
D.	Sits		
	Holds back straight, except in lumbar region, with head erect and steady for several seconds, when held sitting	3 mo	Sher/C
		4 mo	Ges
		4.5 mo	Slos
	Pulls to sit, with no head lag	4.2 mo	Den
		4.8 mo	Bay
		5 mo	Ges
	Sits without support (head erect, steady-Ges)	5 mo	Ges/LAP
		5.3 mo	Bay
		5.4 mo	Vin
		5.5 mo	Den
	Sits and turns from side to side to look around him	6 mo	Sher
	Sits propped 30 min	6 mo	Ges
	Sits briefly, leans forward on hands	6.6 mo	Day
		7 mo	Ges
	Sits erect without support momentarily	7 mo	Ges
	Pulls self up to sitting position	7.6 mo	Den
		8.3 mo	Bay
	Sits by self, 1 min erect, unsteady	8 mo	Ges
	Sits erect without support for 10 min	8.5 mo	Slos
		9 mo	Ges
	Sits, leans forward, erect	9 mo	Ges
	Sits steady and indefinitely	9.6 mo	Bay
		9.5 mo	Slos
		10 mo	Ges
	Sits, goes over to prone	10 mo	Ges
	Attains sitting position unaided	12 mo	Ges/LAP/She
	Rises to sitting position from lying down	12 mo	Sher
	Sits well and for indefinite time	12 mo	Sher
	Lets himself down from standing or sitting by collapsing backwards with bump, or occasionally by falling forward on hands	15 mo	Sher/LAP
	Sits with feet crossed at ankles	36-48 mo	Sher
	Sits for longer period of time	60-72 mo	Ges

E. Stands

On broad surface

Sags at knees when held standing with feet on hard surface	3 mo	Sher
Bears some weight on legs when held standing	3 mo	Ges
	4.2 mo	Den
Lifts one foot when held standing	4 mo	Ges
Stands while holding on	5.8 mo	Den
	6 mo	LAP
Pulls self upright	6.6 mo	Vin
Stands, maintaining large fraction of weight	7 mo	Ges
Pulls self to standing	7.6 mo	Den
	8.1 mo	Bay
	8 mo	LAP
Stands, maintains briefly, when hands held	8 mo	Ges
Stands holding on to support himself, but cannot lower self	9 mo	Sher/Slos/ Ges
Stands momentarily	9.8 mo	Den
	10.2 mo	Vin
Stands alone well	11 mo	LAP/Bay
	11.5 mo	Den
Pulls self to standing and lets self down again holding onto furniture (with support, cruises at rail-Ges)	12 mo	Sher/Ges
May stand alone for a few moments (seconds-Slos)	12 mo	Sher
	13 mo	Slos
Stands up (from supine position)	12.6 mo	Bay
Stands on right foot with help	16.1 mo	Bay/LAP
Stands up on request; turns to side first	21.9 mo	Bay
Stands on left foot alone	22 mo	LAP
	22.7 mo	Bay
	23.2 mo	MPS
Stands with abdomen protruding less than at 18 mo	24-29 mo	Ges
Stands up on request; pulls self to sitting position first	30+ mo	Bay
Stands on tiptoe if shown	30-35 mo	Sher
Attempts to stand on one foot	30-35 mo	Ges
Stands on one foot for 1 sec	30 mo	Den
Stands on one foot for 5 sec	36 mo	LAP
Stands on one foot for 4-8 sec	36-48 mo	LAP
	54 mo	Den
Stands with shoulders erect	36-48 mo	F/Sher
Stands on one foot with momentary balance (5 sec-Den, 2 sec-42 mo-Ges)	38 mo	Sher/Ges/ H/Den

On walking board

Tries to stand on walking board	17 mo	LAP
	17.5 mo	Slos
	17.8 mo	Bay

	Stands with both feet on walking board	24.5 mo	Bay
		24-30 mo	Bay
	Balances on walking board	48-60 mo	Ges
	Balances on a narrow plank or on a chalk mark on floor (on 6-cm board-no step off-Ges)	60-72 mo	H/Ges
F.	Bends from waist		
	Stoops and recovers	11.5 mo	Den
	Stoops to pick up toys from floor	15 mo	Sher/LAP
	Picks up toy from floor without falling	18-23 mo	Sher
		18-24 mo	LAP
	Bends at waist to pick up something from floor	24-29 mo	Ges
G.	Squats		
	Squats to rest or to play with object on ground	24-29 mo	Sher
	and rises to feet without using hands	36-48 mo	Ges
II.	Maintains dynamic balance, using basic movement patterns		
A.	Creeps and crawls		
	Makes crawling movements when prone	0.1 mo	Bay
	Moves body more smoothly and continuously, with more pliable limbs	3 mo	Sher
	Attempts to crawl on all fours	9 mo	Sher
	Moves about on floor	10 mo	Slos/Ges
	Crawls rapidly on all fours	12 mo	Sher/LAP
	Crawls upstairs (creeps up-Ges)	15 mo	Sher/Ges
	Creeps backwards downstairs. Bumps down a few steps on buttocks, facing forward	18-23 mo	Sher
	occasionally	18-24 mo	LAP
B.	Takes steps		
	On level ground		
	Presses down feet, straightens body, and often makes reflex stepping movements when held standing on hard surface	1 mo	Sher
	Lifts foot when held standing	3 mo	Ges/LAP
	Steps on alternate feet when held standing	9 mo	Sher
	Takes steps while holding onto furniture	9.2 mo	Den
	Takes steps but needs both hands held	9.6 mo	Ges
	(with help-Bay)	11 mo	Slos
	Takes steps with assistance	11 mo	LAP
	Takes steps with one or both hands held	12 mo	Sher/Slos
	(five steps-Slos	13 mo	Ges
	Takes steps alone	12 mo	LAP
		17 mo	Den
	Takes steps around furniture, stepping sideways	12 mo	Sher
	Walks well (without help, may fall-Slos) (unsteadily, with feet wide apart, arm flexed and held slightly above head or at shoulder level to balance-Sher; few steps, falls by	15 mo	Slos/Sher
	collapsing; creeping discarded-Ges)		Ges

Takes steps sideways	14.1 mo	Bay
Takes steps backward	14.3 mo	Den
	14.6 mo	Bay
Starts and stops walking without falling	18-23 mo	Sher
Walks well, takes steps with feet only slightly apart	18 mo	Sher/Ges/ Slos
Walks with knees and elbows slightly bent, shoulders hunched, holds arms out and backward	24-29 mo	Ges
Walks, taking steps on tiptoe	25.7 mo	Bay
	30 mo	F/Sher/H/ Ges/LAP
Walks; takes steps heel-to-toe	43 mo	F/Den
Walks backward; takes steps heel-to-toe	56 mo	Den/LAP
Upstairs, downstairs		
Takes steps upstairs with help	16.1 mo	Bay
	18-23 mo	Sher
Takes steps downstairs with help	16.4 mo	Bay
Takes steps upstairs unassisted	21 mo	Vin
Takes steps downstairs when one hand is held	21 mo	LAP
	21.5 mo	Slos
Takes steps up and down stairs, without assistance	21 mo	LAP
Takes steps upstairs and down holding on to rail or wall, two feet to a step	24-29 mo	Ges/Sher
Takes steps upstairs alone, with both feet on each step	25.1 mo	Bay
Takes steps downstairs alone, with both feet on each step	25.8 mo	Bay
Takes steps downstairs with alternating forward foot	30+ mo	Bay
Takes steps upstairs with alternating forward foot	30+ mo	Bay
Takes steps upstairs alone, but downstairs holding rail, two feet to a step	30-35 mo	Sher
Takes steps upstairs using alternating feet	36-48 mo	LAP/Sher/ F/Ges/II
Takes steps downstairs one step per tread	39 mo	Sher/Ges/ H/Vin
Takes steps alone up and down stairs, one foot per step	48-60 mo	Sher/Ges
On walking board		
Takes steps with one foot on walking board	20 mo	LAP
	20.6 mo	Bay
Takes steps on a line, general direction	23 mo	LAP
	23.9 mo	Bay
Attempts step on walking board	24-30 mo	Bay
Attempts step on walking board	27.6 mo	Bay
Takes steps backward for 10 feet	27.8 mo	Bay

Alternates steps part way on walking board	30+ mo	Bay
Takes steps with feet on line for 10 feet	30+ mo	Bay
	30-36 mo	Bay
Takes steps part way on walking board	30-36 mo	Bay
Takes steps between two parallel lines, 8 inches apart on the floor, without stepping on the lines for 8-10 ft	30-36 mo	H
Takes steps on a line	36-48 mo	LAP/Ges
Takes steps on walking board with both feet	42-48 mo	Ges
Takes steps forward perfectly on walking board	60-66 mo	Ges
Takes steps forward, backward, sideways on walking board	60-66 mo	Kep
Takes steps on walking board (6-cm board) without stepping off for full length	60 mo	LAP
C. Rolls body		
Rolls partway to side when supine	1 mo	Ges
	1.5 mo	Slos
Turns to same side when cheek touched; turns away when ear rubbed	1 mo	Sher
Turns from side to back	1.8 mo	Bay
	2 mo	LAP
Rolls over	2.8 mo	Den
	3.8 mo	Vin
	3 mo	LAP
Turns from back to side	4 mo	LAP
	4.4 mo	Bay
Verges on rolling when prone	5 mo	Ges
Rolls over front to back	6 mo	Sher
Rolls from back to stomach	6 mo	Slos/Ges
	6.4 mo	Bay
Pivots 180 degrees in order to obtain toy which is kept just out of reach	6.5 mo	Slos
Pivots body when prone	8 mo	Ges
Pivots body to look sideways while stretching out to grasp toy	9 mo	Sher
Progresses on floor by rolling or squirming	9 mo	Sher
D. Runs		
Runs stiffly upright, with eyes fixed on ground 1-2 yd ahead, but cannot continue around obstacles	18 mo	Sher/Slos
Runs on whole foot, stopping and starting with ease and avoiding obstacles	24-29 mo	Ges
Runs leaning forward	24-29 mo	Sher
Runs well straight forward	30-35 mo	Sher
Runs around obstacles; turns corners while running	36-48 mo	Sher
Runs on tiptoe	48-60 mo	Sher
Runs lightly on toes	60-72 mo	LAP/Sher
Runs with few falls; plays game while running	60-72 mo	H

E.	Climbs		
	Climbs forward into adult's chair then turns around and sits	18-23 mo	Sher
	Climbs down from adult chair without assistance	21 mo	LAP
	Climbs on furniture to look out of window, and climbs down again without assistance	24-29 mo	Ges/Sher
	Climbs easy nursery apparatus	30-35 mo	Sher
	Climbs ladders and trees	48-60 mo	LAP/Sher/G
	Climbs on overhead ladder	60-72 mo	LAP/Ges
	Climbs actively and skillfully	60-72 mo	Sher
F.	Jumps		
	Jumps (general activities requiring jumping skills)	18-24 mo	Bay/DDST
		30-36 mo	DL/Sher/Des
		60-66 mo	Kep
		66-72 mo	QSS/PAR
	Vertically		
	Jumps in place	23.5 mo	Bay
		24 mo	LAP
	Jumps from bottom step	24.8 mo	Bay
	Jumps from second step	28.1 mo	Bay
	Jumps distance of 4-14 inches	29.1 mo	Bay
	Jumps with two feet together	30-35 mo	Sher/Ges
	Jumps over string 2 inches high	30+ mo	Bay
	Jumps over string 8 inches high	30+ mo	Bay
	Jumps from bottom step (6-8 inches-Ges)	36-48 mo	Ges/F/Sher
	Jumps from height of 12 inches, landing on toes only	60-72 mo	LAP/H
	Jumps ropes	60-72 mo	LAP/H
	Horizontally		
	Makes broadjump (14-24 inches-Bay)	30+ mo	Bay
		34 mo	Den
	Broadjumps, 24-34 inches	30+ mo	Bay
		34 mo	F/Den
	Jumps, running or standing broadjump (23-33 inches-H)	48-60 mo	Ges/H
G.	Hops		
	Hops on one foot (two or more hops-Bay)	30+ mo	Bay
		36-48 mo	LAP
		41 mo	Den
		42-48 mo	Den/Par/She
		48 mo	Sher
	Hops 2-3 yd on each foot separately	54-60 mo	Ges/F
		60-66 mo	Kep/DL/Sher/LAP
II.	Skips		
	Skips on one foot	36-48 mo	F/Ges/LAP
	Skips, using both feet	60-66 mo	QSS/Ges/Kep/PAR/Sher

III. Maintains other general coordinated movement patterns

A. Reaches with arm

Reaches for dangling ring	3 mo	LAP
	3.1 mo	Bay
	3.6 mo	Den
	4.2 mo	Vin
Reaches for cube	4.1 mo	Bay
Holds arms extended when prone	5 mo	Ges
Reaches with two hands to approach rattle, bell	5 mo	Ges
Reaches unilaterally	5.4 mo	Bay
	6.0 mo	C
Reaches for second cube	5.4 mo	Bay
Reaches for rattle held in front of him with one hand, grabs and shakes it	6.5 mo	Slos
Reaches for and holds two cubes	7 mo	C
Reaches for toy out of reach on table	8 mo	Slos
	9 mo	Sher
Reaches around object for toy	14 mo	C

B. Kicks

Kicks vigorously, legs alternating or occasionally together	3 mo	Sher
Kicks strongly, legs alternating	6 mo	Sher
Kicks ball forward	20-22.3 mo	Den
	23.4 mo	Bay
Kicks large ball	21 mo	LAP
	24-29 mo	Ges
	30-35 mo	Sher
Kicks	48-60 mo	F

C. Bounces

Bears weight on feet and bounces up and down actively when held standing with feet touching hard surface	6 mo	Sher
	7 mo	Ges

D. Pushes objects; pull objects

Pushes small toy (pulls car)	11 mo	LAP
	11.3 mo	Bay
Pushes large wheeled toy with handle on level ground	15 mo	Sher
Pushes and pulls large toys, boxes, etc., around floor	18-23 mo	Sher/Ges
Pushes and pulls large toys, boxes, etc., around floor without falling	18-24 mo	LAP
Pulls wheeled toy by cord	24-29 mo	Sher
Pushes and pulls large toys skillfully, but has difficulty steering them around obstacles	30-35 mo	Sher/Ges
Pushes and pulls large toys around large obstacles	36-48 mo	Sher/Ges

E. Throws objects

Throws ball with examiner	11.6 mo	Den
	13 mo	LAP

	Throws ball, releasing with slight cast forward (Ges)	13.6 mo	Bay
		14 mo	Ges
	Casts objects in play	15 mo	Ges
	Throws small rubber ball	20 mo	LAP/Slos
		21 mo	MPS
	Throws ball overhand	18-24 mo	Den
		48-54 mo	QSS/Ges/H
	Throws ball overhead	19 mo	LAP
	Throws small ball without falling	24-29 mo	Sher
	Throws ball underhand	30-36 mo	DL
		36-42 mo	PAR
	Throws using shoulder and elbow	36-48 mo	F
	Throws, guiding course of the ball with fingers	36-48 mo	F
	Throws ball overhead (9½ inch ball-12 ft-H)	48-60 mo	Ges/H
F.	Rolls objects		
	Rolls ball back and forth in game	12 mo	Ges
G.	Kneels		
	Kneels unaided or with slight support on floor and in carriage, crib and bath	15 mo	Sher/LAP
H.	Carries objects		
	Carries large objects while walking	18-24 mo	LAP
		18-23 mo	Sher
I.	Pedals tricycle	23.9 mo	Sher/Ges/H/Den
		24 mo	LAP
	Turns wide corners on tricycle	36-48 mo	Sher
	Rides tricycle expertly	50-60 mo	Sher
J.	Swings		
	Swings	36-48 mo	Ges
K.	Catches objects		
	Catches bounced ball	36-48 mo	LAP
		42-48 mo	PAR/QSS/Den
		46 mo	Den
		60-66 mo	DL
	Catches a ball 5 inches in diameter	60-72 mo	H
L.	Moves arm with pounding motion		
	Drives nails and pegs	36-48 mo	F/LAP
M.	Turns		
	Turns sharp corners, running, pushing, pulling	48-60 mo	Sher
N.	Skates		
	Roller-skates ("skates"-Vin)	60-72 mo	H/Vin/LAP
O.	Dances		
	Makes dancing movements	60-72 mo	LAP

SELF-HELP SKILLS

With the integration of the severely handicapped youngster into our nation's classrooms has come the need to reassess educational priorities. There are those within as well as outside the profession who might question the meaning of "education" for these youngsters. To many who raise this question, the term education connotes academic priorities in the classroom. Yet let us further examine the definition of "education" as it is offered by Webster. A crucial portion of that definition is the following: "the act or process of providing with knowledge, skill, competence or desirable qualities of behavior or character, or of being to provided, especially by a formal course of study, instruction, or training." The definition here has immediate implications for the severely handicapped population, as nowhere is there mention or usage of this term only in relationship to certain content areas. Knowledge, skill, or competence may be needed across a number of areas; where such needs have been identified for a particular child, a "formal course of study, instruction, or training" should be initiated.

As one applies the definition to the severely handicapped child, it becomes quite apparent that needs exist across areas that were previously not of concern to teachers working with very different populations. For children who may not have yet acquired basic self-help skills such as toileting, dressing, and feeding, these skills must receive top priority consideration among the educational objectives which are to be established. Without basic self-help skills, survival in any but the most sheltered of environments will not be possible. It is hoped, therefore, that the reader will carefully consider all pinpoints listed in this section, as he establishes a relevant educational program for the severely or profoundly handicapped youngster.

SELF-HELP SKILLS OVERVIEW

I. Eating

- A. Establishes general feeding schedule
- B. Makes body movements anticipating feeding
- C. Takes liquids
- D. Takes solids
  - 1. Establishes chewing behavior
  - 2. Takes finger food
  - 3. Uses implements

II. Dressing

- A. Establishes general dressing skills
  - 1. Dressing
  - 2. Undressing
- B. Puts on clothing
  - 1. Coat, dress, shirt
  - 2. Pants
  - 3. Socks
  - 4. Shoes
  - 5. Hats, mittens
- C. Manipulates zipper, buttons

III. Toileting

- A. Establishes general toileting schedule, habits
- B. Carries out toileting routine

IV. Personal grooming

- A. Washes self
- B. Dries self
- C. Brushes teeth
- D. Brushes hair

V. Keeping house in order

- A. Imitates activities
- B. Performs activities independently

VI. Manipulates household fixtures

- A. Turns handles
- B. Turns knobs

VII. Gives general information about self

SELF-HELP SKILLS PINPOINTS

I. Eating

A. Establishes general feeding schedule, habits

Requires two night-feedings	1-2 mo	Ges
Requires only one night-feeding		
Takes solids well	7 mo	Ges
Feeds self for at least first half of meal; insists on being independent	30-35 mo	Ges
Feeds self with little spilling	36-48 mo	Ges/H/LAP

B. Makes body movements anticipating feeding

Makes body movements anticipating feeding	3 mo	C
	4 mo	Ges
Licks lips in response to sounds of preparations for feeding	3 mo	Sher
Discriminates edible substances (say, do)	12-24 mo	LAP
Asks for food when hungry	22.5 mo	Slos
Asks for drink when thirsty	22.5 mo	Slos
Asks for food and drink	24-29 mo	Sher/H

C. Takes liquids

1. Establishes sucking behavior

Sucks well with inner mouth parts and lips	1 mo	Sher
Closes mouth without drooling	10.8 mo	Vin
	11 mo	LAP

2. Uses bottle

Takes fluid from a dropper or bottle	No norms	
Pats bottle during feeding	5 mo	Ges
Puts hands around bottle or cup when feeding	9 mo	Sher
Holds bottle to feed self	9 mo	Ges
Discards bottle in feeding	15 mo	Ges

3. Uses cup		
Opens mouth for cup with some prodding	No norms	
Opens mouth when sees cup approaching	No norms	
Reaches for cup	No norms	
Lifts inverted cup	5.2 mo	Bay
Lifts cup with handle	5.8 mo	Bay
	6 mo	LAP/C
Drinks from cup when cup is held (some spilling)	10.5 mo	Slos
	11 mo	LAP/Ges
	11.7 mo	Den
Drinks from cup with little assistance	12 mo	Sher/Ges
Holds cup when adult gives and takes	15 mo	Sher
Drinks from cup or glass unassisted	16.6 mo	Vin
	17 mo	LAP
Drinks without much spilling	18-23 mo	Sher/Ges
Lifts and holds cup between both hands	18-23 mo	LAP
	20.5 mo	Sher/Ges/Slos
Hands cup back to adult	18-23 mo	Sher/Ges
Lifts and drinks from cup and replaces on table	24-29 mo	LAP/Sher Ges/H
Gets drink unassisted	24-29 mo	LAP
	29 mo	Vin
D. Takes solids		
1. Establishes chewing behavior		
Chews and swallows without spilling	12-24 mo	LAP/Sher
	13.2 mo	Slos
Chews well	18-23 mo	Sher/Ges
Chews competently	24-29 mo	Sher/Ges
2. Takes finger food		
Feeds self cracker	5.3 mo	Den
Holds, bites and chews biscuit	9 mo	LAP/Sher/Ges
Reaches for food	No norms	
Grasps finger food and brings toward mouth	No norms	
Puts finger food into mouth	12 mo	Ges/LAP
3. Uses implements		
Spoon		
Fixes gaze on spoon during feeding	3 mo	C
Picks up spoon	5 mo	C/LAP
Looks for fallen spoon, moves eyes toward fallen spoon	6 mo	Bay
Reaches for spoon when being fed	9 mo	Bay
Stirs with spoon in imitation	9.7 mo	Ges
Holds spoon but cannot use it alone	12 mo	Ges/Sher
Dips spoon in cup, releases it	12 mo	Ges
Holds spoon, brings it to mouth and licks it but cannot prevent it turning over (uses spoon, spilling little-Den)	14 mo	LAP
	14.4 mo	Den
	15 mo	Sher
	16 mo	LAP
	20 mo	Slos
Spoon-feeds without spilling	24-29 mo	Sher/H/LAP
Takes bites from spoon (low error rate)	30-35 mo	Sher

Fork		
Puts fork in mouth, eats	28 mo	LAP/Vin
Eats with fork and spoon	36-48 mo	LAP/Sher
Eats skillfully with spoon and fork	48-60 mo	Sher
Knife		
Spreads butter on bread with knife	36-48 mo	H/LAP
Cuts with a knife	48-60 mo	LAP/H
Pitcher		
Pours well from pitcher	36-48 mo	Ges/LAP

II. Dressing

A. Establishes general dressing behavior

1. Dressing		
Mother supports at shoulders when dressing	3 mo	Sher
Mother supports at lower spine when dressing	9 mo	Sher
Helps move constructively with dressing	15 mo	Sher
Pulls on simple garment	24 mo	LAP
Has to be helped during whole process of dressing, can sometimes put on socks	30-35 mo	Ges
Dresses with supervision	32 mo	Den/LAP
Dresses without supervision	42 mo	Den/LAP
Points to front and back of clothing; puts clothing on body correctly	48-60 mo	LAP/Ges
Discriminates left from right	60-72 mo	LAP
Dresses and undresses alone	60-72 mo	LAP/Ges
2. Undressing		
Removes garment	15.8 mo	Den
Undresses completely	21 mo	Ges
Undresses self	36-48 mo	H/LAP

B. Puts on, removes clothing

1. Coat, dress, shirt		
Cooperates by putting arm in armhole	12-13 mo	Kep
Puts on coat or dress unassisted	34 mo	LAP/Vin
2. Pants		
Cooperates in dressing by putting arm in armhole or extending leg to have pants put on	12 mo 13 mo	Sher Ges
Pulls pants down and up, but needs help with buttons	36-48 mo	Sher
3. Socks		
Enjoys having socks removed (smiles, giggles)	12-13 mo	LAP
Pulls off socks	12-24 mo	LAP
Takes off socks	18-23 mo	LAP
Puts on socks, some errors still	30-35 mo	Kep

4. Shoes		
Enjoys having shoes removed	12 mo	LAP
	12-13 mo	Kep
Pulls shoes off	18-23 mo	Kep
	24-29 mo	LAP
Attempts to pull shoes on	22.3 mo	Den/Ges
Pulls shoes on	22.3 mo	Den/Ges
	24-29 mo	Kep
	36-48 mo	LAP
Laces shoes	48-60 mo	Ges/LAP
Ties single knot with lace around pencil (with model)	60-72 mo	C/H/LAP
Ties shoe lace	72 mo	LAP
5. Hats, mittens		
Enjoys taking off hat, shoes, and pants	12 mo	Ges/LAP
(socks-Slos)	13-56 mo	Slos
Takes off shoes, socks, hat (mittens-Ges)	18-23 mo	Sher/Ges
	24-29 mo	LAP
Puts on shoes, hat (mittens-Ges)	24-29 mo	Sher/Ges
C. Manipulates zippers, buttons		
1. Zippers		
Can unzip zipper	18-29 mo	LAP
	18-23 mo	Ges
2. Buttons		
Buttons one button	30.5 mo	MPS
	31 mo	LAP
Buttons two buttons (170 sec two-button strip) (30 sec-49.5 mo) (23 sec-54.7 mo)	33 mo	LAP/MPS
two buttons in 19 sec	61.4 mo	MPS
Buttons coat or dress (two-50 sec-38.8 mo-MPS)		
(two-34 sec-44.6 mo-MPS)	40 mo	LAP/F/Den
(four-76 sec-45 mo-MPS)		MPS/Ges/Vin
Buttons four buttons (51 sec-50 mo)	48-60 mo	MPS
(42 sec-57.9 mo)	50 mo	LAP
3. Unbuttons		
Unbuttons accessible buttons	36-48 mo	LAP/Ges
III. Toileting		
A. Establishes general toileting schedule, habits		
Usually dry after nap	12 mo	LAP/Ges
Fusses to be changed after having bowel movement	12 mo	Ges/LAP
Indicates wet pants	15 mo	LAP/Sher/G
Has bowel control	15 mo	LAP/Ges
Bowel control usually attained	18-23 mo	Sher
Bladder control in transitional stage (usually wet after naps)	18-23 mo	Ges
Indicates toilet needs by restlessness and vocalization (or fetches the pot-Ges)	22.5 mo	Sher/Ges/Slo

Verbalizes toilet needs fairly consistently	24 mo	LAP/Sher/Vin
Dry at night if taken up	24 mo	LAP
	24-29 mo	Ges
	30-35 mo	Sher
Wakes wet but tolerates condition	24-29 mo	Ges
Dry during day; muscles of bladder coming under control	24-29 mo	Sher/Ges
Usually dry all night (no accidents)	36-48 mo	Ges/Sher/LAP
Dry through night	48-60 mo	Sher

B. Carries out toileting routine

Pulls down pants at toilet, but seldom able to replace	24-29 mo	LAP
	30-35 mo	Sher
Cares for self at toilet; pulls down clothing and can replace	45 mo	Vin/H
Sits down on toilet without reminder, or moves to face toilet without reminder	45 mo	LAP
Wipes self with toilet paper	45 mo	LAP
Flushes toilet by self	45 mo	LAP
Cares for self at toilet (pulls down clothing, sits, wipes, flushes)	45 mo	LAP
Goes into bathroom by self and does all of the above	60-72 mo	Ges/LAP

IV. Grooming

A. Washes self

Presents hands to be washed; stands quietly while face washed	No norms	
Washes hands and face unaided	36-48 mo	LAP
	42 mo	Ges/Vin
	54 mo	LAP/Vin
Needs help and supervision washing other than hands and feet; washes only hands and feet alone	60-72 mo	Sher
Washes face and hands without getting clothes wet	60-72 mo	Sher/H

B. Dries self

Dries face, hands (with supervision	23 mo	Sher/Den
	31 mo	Vin
	42 mo	Ges/LAP
	48-60 mo	LAP
Dries hands	24-36 mo	LAP
	31 mo	Vin
Washes and dries face and hands without getting clothes wet	60-72 mo	Sher/H

C. Brushes teeth

Brushes teeth	42 mo	H/LAP
	48-60 mo	Sher/Ges

D. Brushes hair

Brushes hair	60-72 mo	LAP/H

V. Keeping house in order		
A. Imitates activities		
Imitates housework	13.8 mo	Den
Follows mother around house and copies domestic activities in simultaneous play	24-29 mo	Sher
B. Performs activities independently		
Picks up toys and puts them away	18-23 mo	LAP/Den
Helps put things away	30-48 mo	LAP/Ges/F
Helps with adult activities in house and garden	36-48 mo	Sher/LAP
Helps at household tasks (dusting, drying dishes)	36-48 mo	LAP
Makes effort to keep surroundings tidy	36-48 mo	Sher/LAP
Carries breakable objects	36-48 mo	LAP/Ges
Carries water without spilling while walking	36-48 mo	F
Carries a tray	36-48 mo	H/LAP
Performs simple errands	60-72 mo	LAP
Puts toys away neatly in box	60-72 mo	H/LAP
VI. Manipulates household fixtures		
A. Turns handles		
Turns door handles	24-29 mo	LAP/Sher/Ge
Manipulates egg beater (one of three trials)	28 mo	C/LAP
B. Turns knobs		
Turns knobs (radio)	18-23 mo	LAP/Ges
VII. Giving general information about self		
Refers to self by name	24-29 mo	Sher
Gives full name on request	30-35 mo	Sher/Ges
	30 mo	LAP
	31-32 mo	Vin/Den
Gives home address	48-60 mo	LAP
Gives home address and usually age	48-60 mo	Sher
Gives age and birthday	48-60 mo	LAP
	60-72 mo	Sher

SOCIAL INTERACTION SKILLS

"Social adjustment" represents a major goal for the severely handicapped individual who must live and work outside the institutional setting. Kirk (1972), in a discussion of curriculum goals for the retarded, stresses the importance of that adjustment: "It is not expected that the child will become independent in the community...He is, however, expected to get along in the home and in his immediate neighborhood." In an extensive review of the literature concerning the successful integration of previously institutionalized individuals, Herbert Goldstein (1964) reports repeatedly that the ability to form "adequate personal relationships" and demonstrate appropriate social behavior is more important to steady employment and a position in the community than are other variables, such as I.Q. Recently, researchers (Koegel et al. 1974) have attempted to demonstrate the inverse relationship between appropriate play behaviors and self-stimulatory behaviors often associated with severely handicapped individuals.

In spite of this emphasis upon the development of social behaviors, a precise definition of what is meant by "social adjustment" or "social development" is lacking. Kirk (1972, p. 231) gives one description: "Social adjustment is not a subject which is taught like chemistry or physics - it is an intangible type of development which comes through recreation and play, singing, dramatics, and working and living with others." Rather than specifying a program whose goal is the development of social skills, authorities often prefer to assume that other programs will produce these skills as a secondary aspect.

The content of an area such as social development may not lend itself to the same precise descriptions accorded areas such as chemistry or physics. But teachers of individuals who are deficit in as many areas as are the severely handicapped cannot afford to merely "hope" that social adjustment will be the natural by-product of programming in other areas. They must assess behavioral repertoires and plan programs aimed at development of skills in the social area, just as in any other.

The pinpoints offered in the following section provide some precise measure of the behaviors which make up the complex goal known as "social adjustment." The severely handicapped child may not be able to participate in all those activities which normally allow the child to explore his immediate surroundings, and, as he grows older, to engage in more complex interactions. It is hoped, however, that the behavioral pinpoints will be adapted by teachers of the severely handicapped in order to provide those individuals with a chance to acquire, first-hand, the skills which will make possible their successful participation in a world whose rapid technological and social change now demands major adjustment on the part of all individuals.

SOCIAL INTERACTION OVERVIEW

I. Establishes self-other discrimination

    A. Identifies self
    B. Identifies other

II. Establishes dependence, independence

    A. Maintains dependence
    B. Establishes independence

III. Establishes play activities

    A. Establishes manner and type of activity
        1. Manner of playing
            Potentially positive aspects of play
            Negative behaviors exhibited while playing
        2. Type of play activity
    B. Establishes interaction patterns
        Isolate play
        Parallel play
        Cooperative play

SOCIAL INTERACTION PINPOINTS

I. Establishes self-other discrimination

A. Identifies self

Reacts to paper on face	1.7 mo	Bay
Fingers mirror image	4.4 mo	Bay
	6 mo	C
Smiles at mirror image	5 mo	Ges
	5.4 mo	Bay
Smiles and vocalizes at image in mirror	6 mo	Ges/LAP
	6.2 mo	Bay
Pats and smiles at reflection in mirror	7 mo	C
Reaches for image of ball in hand, reflected in mirror	11 mo	Ges
Plays with or reaches for mirror image	12 mo	Ges
Refers to self by name	18-24 mo	LAP
Identifies self in mirror	24.4 mo	MPS
Recognizes self in photographs when once shown	30-35 mo	Sher/LAP
Answers correctly question "Are you a boy or a girl?"	35 mo	Slos
	36-48 mo	Sher/Ges/L

B. Identifies others

Visually recognizes mother	2 mo	Bay
Reaches for familiar persons	3.6 mo	Vin
	4 mo	LAP
Discriminates strangers	4.8 mo	Bay
	5 mo	LAP
	6 mo	Ges
Clearly distinguishes strangers from familiars; requires assurance before accepting their advances; clings to known adult and hides face	9 mo	Sher
	9.5 mo	Den
Recognizes familiars approaching from 20 ft or more away	12 mo	Sher
Names possessions of others and tells to whom they belong	24-29 mo	Ges

II. Establishes dependence, independence

A. Maintains dependence

Reaches for familiar persons	12-24 mo	LAP
Demands personal attention	12-24 mo	LAP
Demands proximity of familiar adult	18-23 mo	Sher
Alternates between clinging and resistance to familiar adult	18-23 mo	Sher
Plays contentedly alone, but like to be near adult	18-23 mo	Sher
Clings tightly in affection, fatigue or fear	24-29 mo	Sher
Constantly demands mother's attention	24-29 mo	Sher
Cries, pouts when attention shown to other children	24-29 mo	Sher
Performs for others, shows off	44-54 mo	LAP

Calls attention to own performance	54 mo	LAP/Ges
Performs in conformity to adult ideas	60-74 mo	LAP
B. Establishes independence		
Walks about room unattended	12-36 mo	Vin
Constantly explores and exploits environment	15 mo	Sher
Gives up baby carriage	16-17 mo	Vin
Plays contentedly alone if near adults	18-23 mo	LAP
Explores environment energetically	18-23 mo	Sher/Ges
Goes about house, yard, causing little concern	19 mo	Vin
Separates from mother without crying	36-48 mo	Den
	42 mo	LAP
Goes about neighborhood unattended	48-60 mo	LAP
	56 mo	Ges/Sher/V
Goes on errands outside home	48-60 mo	Ges
Goes outside prescribed bounds	48-60 mo	Ges
Asks adult help only as needed	60-72 mo	Ges
Crosses street safely	60-72 mo	Ges
Explores neighborhood	60-74 mo	Ges
Chooses own friends	60-74 mo	LAP
Goes to school unattended	60-74 mo	LAP
III. Establishes play routines		
A. Establishes manner and type of activity		
1. Manner of playing		
Potentially positive aspects of play		
Plays, sit propped in play area 10-15 min	4 mo	Ges
Plays by pulling dress over face	4 mo	Ges
Plays actively with small toy, such as rattle-shakes rattle	4 mo	C
Works for toy out of reach	5.8 mo	Den
	8 mo	Ges
Cooperates in games with adult	7.6 mo	Bay
Handles everything within reach	15 mo	Sher
Fills pots and dishes with sand, dumps, throws	24-29 mo	Ges
Initiates own play activities	24 mo	Vin
Negative behaviors exhibited while playing		
Throws self to floor in tantrum	18-23 mo	Ges
Casts objects to floor in play or anger, but less often	18-23 mo	LAP
Does opposite of what is asked	21 mo	Ges
Throws violent tantrums when thwarted or is unable to express urgent needs and less easily distracted	24-29 mo	Ges/Sher
Brings favorite toy to school to show but refuses to share it	24-29 mo	Ges
Snatches and grabs toys	30-35 mo	Ges
Clings to favorite possession when insecure	30-35 mo	Ges
Has interest in acquiring possessions of others, but seldom plays with them	30-35 mo	Ges

Demands independence and complete help (on things he can do) alternately	30-35 mo	Ges
Has more disputes with others than at any other age	30-35 mo	Ges
Yells, cries, whines when frustrated	48-60 mo	LAP
Bosses and criticizes	54 mo	Ges/LAP
2. Type of play activity		
Bites, chews toys	8 mo	Ges
Still takes everything into mouth	9 mo	Sher
Takes objects to mouth less often	12 mo	Sher
Seldom takes toys to mouth	15 mo	Sher
No longer takes toys to mouth	18-25 mo	Sher
Engages in simple make-believe activities	24-29 mo	Sher
Engages in prolonged domestic make-believe play (putting dolls to bed, washing clothes, driving cars) but with frequent references to friendly adult	30-35 mo	Sher
Invents people and object-imaginative, pretend play	36-48 mo	Sher/LAP
Enjoys dressing up in adult clothes	48-60 mo	Sher/LAP/G
Shows off dramatically	54 mo	Sher/Ges
Likes to play house and baby	60-72 mo	Ges
Plays simple table games	60-74 mo	LAP
Plays complicated floor games	60-74 mo	LAP
Plays very complicated floor games	60-72 mo	Sher
B. Establishes interaction pattern		
Isolate play		
Isolate play	24 mo	
Initiates own play activities	24 mo	LAP
Prefers solitary play	24-29 mo	Ges
Parallel play		
Parallel play predominates	24 mo	LAP
Does little sharing of toys (has difficulty sharing-Ges)	24-29 mo	Sher/Ges
Plays near other children but not with them	24-29 mo	Sher
Enjoys using identical equipment as child next to him (clay, paints, beads)	30-35 mo	Ges
Enjoys going to park to see other children or to play with equipment	30-35 mo	Ges
Cooperative play		
Plays with other children	18 mo	Vin/LAP
Plays interactive games, e.g., tag	24 mo	Den
Has little notion of sharing	30-35 mo	Sher
Domestic make-believe play	30-35 mo	LAP
Play simple group games as "Ring Around the Rosy"	30-35 mo	Sher
Observes other children at play and joins in for a few minutes	30-35 mo	LAP/Sher

Shares play things, sweets, etc.	36-48 mo	Sher
Shows affection for younger siblings (hugs, kisses)	36-45 mo	Sher/LAP
Takes turns	36-48 mo	Ges/LAP
Shares toys	36-48 mo	LAP
Joins in play with other children	36-48 mo	Sher
Plays cooperatively at kindergarten level	39 mo	Vin
Associative group play takes place of parallel play	42 mo	LAP
Plays interactive games (tag, housekeeping, etc) (replaces parallel play)	42 mo	Den/Ges
Shows concern for younger siblings and sympathy for playmates in distress	48-60 mo	Sher
Cooperates with children in play	48-60 mo	Ges
Needs other children to play with, and is alternately cooperative and aggressive with them as with adults	48-60 mo	Sher
Tender and protective toward younger children and pets	60-72 mo	Sher
Plays according to rules of fair play	60-72 mo	Sher
Comforts playmates in distress	60-72 mo	Sher/LAP
Chooses own friends	60-72 mo	Sher
Gets along well in small groups	60-72 mo	Ges
	60-74 mo	LAP
Cooperates with companions	60-72 mo	Sher/Ges

LEISURE TIME ACTIVITIES

The utilization of free time is a major concern for all individual in today's rapidly changing world. It should be considered an area of special concern, however, for the handicapped population. While there may be some activities to occupy the individual's day, there will still remain many hours to be spent outside an organized social or work situation. The problem then becomes: does this individual have any way in which to utilize his or her extra hours? Unfortunately, for too many, the solution to this problem will be that one-eyed monster, the television. For hours upon end, many of the children currently enrolled in our nation's special education programs may sit staring at this one option for leisure time activity. To some, it has become the only option available.

This section of the Developmental Pinpoints is offered in the hope of raising some questions about a crucial area which cannot be ignored for a group who will have a great deal of leisure time. It is hoped that as curriculum guides and instructional materials are developed for the severely handicapped, this area will receive the attention it merits.

The term "leisure time" does suggest that the individual will spend his or her time in a way he or she finds enjoyable. Through observation, the teacher may discover that certain activities lend themselves to this utilization far more easily than those offered in this section. Because, however, both music and arts and crafts are generally considered as major components within the area of leisure time, they were selected for presentation here.

MUSIC OVERVIEW

I. Uses instruments

II. Says or sings rhymes and songs

III. Moves body to music

MUSIC PINPOINTS

I. Uses instruments

Rings bell and smiles at sound	7.8 mo	Bay
Approaches and chooses musical instruments, including record player	30-35 mo	LAP/Ges

II. Says or sings rhymes and songs

Enjoys (smiles, claps at) nursery rhymes and tries to join in	18-23 mo	Sher/Ges
Attempts to sing (and hum-Ges)	18-23 mo	Sher/Ges/L
Chooses to have short thymes sung to him	18-23 mo	Ges
Sings phrases of songs	24-29 mo	LAP
Joins in nursery rhymes and songs	24-29 mo	Sher/Ges/L
Says a few nursery rhymes	30-35 mo	LAP
Asks for repetition of old familiar tunes	30-35 mo	Ges
May know all or parts of songs which he produces at home or spontaneously at school, but often hesitates to sing with others at school	30-35 mo	Ges

III. Moves body to music

Moves whole body rhythmically to music	18-23 mo	Ges
Joins in simple group activity as "Ring Around the Rosy"	30-35 mo	Ges
Skips to music		F
Makes dancing movements	60-72 mo	LAP

ART OVERVIEW

I. Paints strokes

II. Folds paper

III. Manipulates clay

IV. Uses scissors

V. Draws figures

ART PINPOINTS

I. Paints strokes

Moves whole arm in painting	18-23 mo	Ges
Makes painting strokes on a page, often as an arc	18-23 mo	Ges
Moves arm in "scrubbing" motion when painting with little regard for color	24-29 mo	Ges
Moves paint randomly	24-29 mo	Ges
Moves arm to paint strokes, dots, and circular shapes on easel	30-35 mo	Sher/LAP
Moves arm to paint many pages that have similar content	30-35 mo	Ges
Moves arm to paint, with good form at beginning but generally quick to deteriorate	30-35 mo	Ges
Uses large brush to paint pictures on easel	36-48 mo	Sher/H

II. Folds paper

Folds paper once imitatively	21 mo	LAP
	24 mo	C
	27.9 mo	Bay
Folds paper three times in imitation	48-60 mo	LAP/Ges
Folds triangle from 6-inch paper square in imitation of model	60-72 mo	H/C

III. Manipulates clay

Rolls, pounds, squeezes, pulls clay	24-29 mo	LAP/Ges/H

IV. Uses scissors

Cuts with scissors	24-30 mo	H/MPS
	30-36 mo	Vin
	35 mo	LAP
	36-42 mo	Sher
	42-48 mo	PAR
	48-54 mo	Kuhl
	60-72 mo	F
	66-72 mo	Ges

V. Draws figures

Draws head of person and usually one other part	36-48 mo	Sher
Draws with pencil or crayon	48-60 mo	Vin/LAP
Draws very simple house	48-60 mo	Sher/LAP
Draws person with two parts (three parts-Den, six parts-58 mo-Den)	48 mo	LAP/Sher Ges/Den
Adds three parts to incomplete person	48 mo	LAP
	48-60 mo	GES/MPS
Draws four bubble shapes correctly	54 mo	Sher/Ges/F LAP
Draws four bubble shapes correctly	60-72 mo	Ges
Adds seven parts to incomplete person (three parts-C)	60-72 mo	Ges/C

Draws recognizable person with head, trunk, legs	60-72 mo	Sher/H
Draws recognizable person with head, trunk, legs, arms and features	60-72 mo	LAP
Draws simple house with door, window, roof and chimney	60-72 mo	Sher
Draws dot configuration	60-66 mo	Ben
	66-72 mo	Kuhl

REINFORCEMENT ACTIVITIES

While examining the many sources cited in the preceding sequences, the authors of the Developmental Pinpoints discovered a number of items which connoted choice, preference, or purpose on the part of the child. These pinpoints did not seem specific to any of the skill areas usually found in developmental sequences. They did, however, seem to suggest a developmental pattern of activity preference which might be used by a teacher of the severely handicapped in planning reinforcement activities.

Through the consideration of the types of activities presented in the Reinforcement Activities listing, the teacher of the severely handicapped child can more easily discover those events which, employed as positive reinforcers, may serve to increase desired behavior on the part of each individual within the classroom. Positive reinforcement involves the use of any event which strengthens or increases the behavior it follows. Those events which serve as positive reinforcers cover a wide range, some occurring naturally in the environment (such as hugs, smiles, or verbal praise), and others, such as food, tokens, or privileges, which are called extrinsic reinforcers. It is important to remember that these positive reinforcers vary from individual to individual: the same events are not reinforcing to all. Although these authors have listed some of the activities found by many to be reinforcing, these specific activities may not be reinforcing to all individuals within a classroom population. It is the teacher's task to discover, through careful observation, which materials, areas, or activities are reinforcing to each child in the classroom.

The task of selecting appropriate, effective positive reinforcers can be a difficult one. It can, however, be simplified by examining a child's choices in terms of the sensory categories through which engagement in an activity is received.

1. Events which are received by the sense of hearing belong to the auditory category. Music, praise, and even noise may serve as auditory reinforcers. The child at 11 months who squeezes a doll to hear it squeak is responding to reinforcement of an auditory type.

2. The visual category includes events such as flashing lights, a star placed on a chart, or a teacher's smile. While a severely handicapped child may not "stand at a window and watch events outside intently" at 15 months, as some sources have found children to do, he may show preference for activities, such as presentation of a flashing light board, similar to a 4-month-old infant's "increased motor activity at sight of a toy."

3. Those reinforcers which appear to the sense of smell belong to the olfactory category.

4. The gustatory category includes a variety of foods, drinks or other materials, such as clay, which may appeal to the sense of taste.

5. Tactual-kinesthetic reinforcers appeal to the sense of touch and motion of the extremities.

6. The authors of this sequence have added a sixth receptive category - the proprioceptive. Proprioceptive reinforcers appeal to the body's sense of inner stimulation. Movement produced by swinging, rocking, being pulled in a wagon, or any number of gross motor activities may provide positive reinforcement of the proprioceptive type.

Of course, not all reinforcer choices represent just one receptive category. Some activities, such as playing with paints or clay, watching T.V., or engaging in "frolic play" (Reinforcement Activities, 5.1 mo.) may appeal to more than one sense.

The following are a few of the high-strength activities which may appeal to children between the ages of 1 month and 6 years. These activities have been arranged according to the age at which they have been noted to occur. The teacher using the list as a pinpointing guideline may wish to rearrange the pinpoints in terms of such reinforcer categories described above. If the pinpoints are arranged within sensory categories, the teacher will notice an interesting pattern. Within each categor a child's initial preferences deal with object use and enjoyment of materials themselves As the child grows older, high-strength activities develop a social context. This observation may be helpful to a teacher who finds a pupil unresponsive to the usual social reinforcers.

The authors of this sequence hope that the following activities will be useful to teachers planning programs for individuals for whom the task of discovering effective positive reinforcers has often been an extremely difficult one.

REINFORCEMENT ACTIVITIES

0.1 - 6 months		
Quiets when picked up	0.1 mo	Bay
Increases motor activity at sight of toy	4 mo	C/LAP
Uses paper in play	4.8 mo	Bay
Likes frolic play	5.1 mo	Bay
Uses string in play	5.4 mo	Bay
6 - 12 months		
Rings bell purposely	8 mo	LAP
Squeezes doll; listens to squeak	11 mo	LAP/C
Likes to be constantly within sight and hearing of adult	12 mo	Sher
Enjoys applause (repeats performances laughed at)	12 mo	Ges
Watches people, cars, animals with prolonged interest	12 mo	Sher
12 - 18 months		
Stands at window and watches events outside intently for several minutes	15 mo	Sher
18 - 24 months		
Enjoys short walks	18-23 mo	LAP/Ges
24 - 30 months		
Enjoys birthday party with just family-food is the party	24-29 mo	Ges
30 - 36 months		
May go through elaborate rituals with own possessions at home	30-35 mo	Ges

CONCLUSION

This pinpoint sequence has been designed to describe normal development within each major skill area. While it is not suggested that the sequence of development for severely handicapped children is the same as that for "normal" children - it may, in fact, differ markedly - the pinpoints do provide a means of initial evaluation and a basis for further programming efforts within the developmental areas. By providing programs to meet objectives in every area, the teacher insures that each child participates in a well-rounded program, regardless of his developmental position within any specific skill category.

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INDIVIDUALIZED EDUCATION PROGRAM

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INDIVIDUALIZED EDUCATION PROGRAM

(IEP)

The following information was taken in part from the Illinois Interim Resource Manual for Preparing Individualized Education Programs. For further information, please refer to the Manual which may be obtained from the Illinois Office of Education.

INDIVIDUALIZED EDUCATION PROGRAMS
(IEP)

Public Law 94-142 reflects the importance of several basic beliefs concerning the education of handicapped children which have long been shared by special educators. Namely, that all handicapped children are entitled to receive an education at public expense; that they should be educated with their non-handicapped peers to the maximum possible extent; and that instruction should be individualized to meet the unique needs of each handicapped child.

One of the requirements of P.L. 94-142 is that each handicapped child must have an Individualized Education Program (IEP). While the contents of an IEP might be more extensive than what teachers are currently using, and the terminology may be new, the actual development of an IEP represents nothing more than sound educational planning. Basically, what the law asks educators to do is to determine how a handicapped child is currently functioning, to identify a child's educational needs, and to plan cooperatively with a child's parents to develop an educational program. As part of developing a child's IEP, goals are established which specify the desired behaviors to be achieved by the child. To ensure that the child is making progress on goals, the goals are broken down into smaller steps which can be measured by teachers throughout the year. The child's progress on his/her IEP is then reviewed and discussed with the child's parents and planning begins anew for the next school year.

CONTENTS OF AN IEP

According to P.L. 94-142 (Sec. 602(19)), an IEP is a written statement which includes the following:

1. A statement of present levels of educational performance
2. Annuals goals
3. Short-term instructional objectives
4. Specific educational services to be provided, including the initiation date and anticipated duration of services
5. Extent to which the child will participate in regular education programs
6. Appropriate objective criteria, evaluation procedures, and schedules for determining at least annually whether short-term instructional objectives have been achieved.

The proposed Federal Rules (Sec. 121a.225) include all of the contents specified in the law and require that an IEP also contain:

7. The type of physical education program in which the child will participate.

DEFINITIONS

Present Levels of Educational Performance

According to the proposed Federal Rules (Sec. 121a.225), an IEP "must include a statement of the child's present levels of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills." In some instances, it may be necessary to describe a child's current level of functioning in all areas as required by the proposed Federal Rules. For example, it does not seem necessary to describe a child's performance in vocational skills if he/she is classified as speech/language impaired and only receiving speech and language services. Common sense dictates that one should summarize a child's present levels of performance in those areas which are relevant to the nature of the child's problems.

A statement of present levels of performance may be defined as "a statement which describes what a child can and cannot do in as many of the following areas as are appropriate to the nature of the child's problems, including: academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills."

Annual Goals

The proposed Federal Rules (Sec. 121a.225) require annual goals to describe the educational performance to be achieved by a child by the end of a school year. It is suggested that an annual goal be defined as "a statement which includes a cluster of related behaviors in a given area (academic, speech/language, self-help, prevocational and vocational, motor, or social behavior), which are appropriate to a child's needs and can reasonably be achieved by the end of the school year."

One of the most common questions teachers ask is "How many goals should a child have?" There is no "right answer" as the number of goals a child should have depends upon his/her needs. A child who is speech and language impaired may have only one or two goals, both of which address the child's need to improve his/her speech. On the other hand, a child who has a severe mental impairment has a greater number of needs and hence, a greater number of goals.

Short-Term Instructional Objectives

The law requires that annual goal statements be accompanied by short-term instructional objectives (sec. 602(19)). The proposed Federal Rules specify that short-term instructional objectives must be "measurable intermediate steps" between a child's present level of performance on a skill and the desired level as stated in an annual goal.

The most common way to write short-term instructional objectives is to include the following four components: (a) a learner, (b) an observable behavior, (c) the conditions under which the objective will be performed, and (d) the standard or criteria which describes the minimum performance required to master the objective.

Short-term instructional objectives may be defined as "a series of statements (expressed as behavioral objectives) which represent measurable intermediate steps between a child's present level of performance in a goal area and the desired level as stated in an annual goal."

Short-term instructional objectives are discussed in detail in Section II. Several examples of objectives are provided in that section as well as on the sample IEP's contained in the Appendix.

Services to be Provided

The Federal law requires an IEP to contain a list of "the specific educational services" to be provided to the child including the projected date for initiation and the anticipated duration of such services (Sec. 602(19)).

Individuals providing supportive services to a handicapped child are an integral part of the IEP process. The current Illinois Rules and Regulations to Govern the Administration and Operation of Special Education (Sec. 5.04) specify that "specific objectives shall be established for each child who receives special education supportive services." The objectives which are written should logically be related to the child's annual goals which appear on his/her IEP. Therefore, individuals providing supportive services to handicapped children need to be involved in both the development and implementation of IEP's.

Participation in Regular Education Programs

Both the Federal law (Sec. 602(19)) and the proposed Federal Rules (Sec. 121a. 225) require an IEP to contain a description of the extent to which a child will participate in regular education programs. It is to be expected that many children with mild learning and behavior problems will be able to profit from regular educational programs. To the extent that some of a handicapped child's goals may be implemented in a regular classroom by a regular classroom teacher, it is of paramount importance that special and regular educators work cooperatively to ensure the successful implementation of a child's IEP.

The requirements to specify a child's participation in regular classroom programs has been interpreted to mean that an IEP should indicate whether a child will participate in regular education programs and, if so, the type of programs in which the child will participate.

Objective Criteria and Evaluation Procedures

According to the Federal law (Sec. 602(19)) and the proposed Federal Rules (Sec. 121a.225) each IEP must contain "appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

This requirement need not be seen as a separate component of an IEP. If a child's implementers write measurable short-term instructional objectives and then directly measure a student's performance on those objectives, the requirement to objectively evaluate performance has been satisfied. While the law requires a minimum of one evaluation of performance on objectives per year, this provides too infrequent a measure of student performance. Measures of student performance should be taken frequently to determine if a child is making progress on short-term instructional objectives. While direct and daily measurement provides the most sensitive measure of a student's performance, it is strongly recommended that teachers at least measure student performance on objectives on a weekly or bi-weekly basis.

Type of Physical Education Program

The proposed Federal Rules (Sec. 121a.225) require that an IEP contain the type of physical eduation program in which the child will participate. In some cases, handicapped children can participate in regular education physical eduation programs. In instances where this is not possible, some provision should be made to provide the child with a physical education program which is tailored to his/her needs. When a special physical education program is recommended, a description of that program should be included in an IEP. Physical education should be considered as an integral part of the total educational process and as such it should be included on a child's IEP.

MULTIDISCIPLINARY STAFF CONFERENCE

According to the proposed Federal Rules (Sec. 121a.222) a meeting to develop an IEP for a newly referred child must be held within 30 days of the determination that the child is handicapped or that the child will receive special education. In Illinois, eligibility is determined within a multidisciplinary staff conference. Illinois Rules and Regulations (Sec. 9.15) specify that one or more multidisciplinary staff conferences may be convened in order to:

a. Establish a composite understanding of the child's learning characteristics, sensory and motor skills, and behaviors

b. Determine eligibility for special education programs or services

c. Determine the child's unique educational needs and the extent to which these needs can be met by the standard program

d. Determine the nature and degree of special education intervention which is needed, and recommend corresponding placement which is least restrictive of interaction with non-handicapped children

e. Develop an individual education plan which indicates specific objectives to be attained by the child.

It is recommended that instead of developing an "individual educational plan" that an "individualized education program" should be developed including all components required by the Federal law with the exception of short-term instructional objectives, objective criteria, and evaluation procedures. Following the multidisciplinary staff conference, for a newly eligible child, a reasonable period of time (30 days) should be given to allow the child's receiving teacher and other implementers to translate goals into objectives, determine the criteria to be used in evaluation performance of objectives, and to select any necessary media and materials.

In consideration of the fact that ample time must be provided to allow teachers time to translate goals into objectives, and determine criteria to evaluate performance, for students who are continuing in special education, a period of 30 days should also be given to a child's receiving teacher(s) at the beginning of the school year.

Participants

According to the Federal law (Sec. 602(19)), an IEP is to be developed in a meeting by:

1. A representative of the child's local education agency who is qualified to provide or supervise the provision of special education
2. The child's teacher
3. The child's parents or guardians, and
4. The child, where appropriate.

The proposed Federal Rules further clarify the participants at the meeting by stating that:

1. The representative of the child's local education agency (LEA) must be other than the child's teacher and qualified to provide or supervise the provision of special education
2. The child's teacher includes those teachers, special or regular, (or both) who will implement the child's IEP
3. One or both parents
4. The child, where appropriate
5. Other individuals at the discretion of the child's parents or local education agency.

According to the Illinois Rules and Regulations (Sec. 9.15) multidisciplinary staff conference participants include:

1. An appropriate representative of the child's home school
2. The special education director or a designee
3. The child's evaluators
4. Persons having significant information about the child
5. Those persons who may become responsible for providing special education or supportive services to the child, and
6. The child's parents.

The Illinois Rules and Regulations specifically include the director of special education or a designee, the child's evaluators, and individuals who will implement the child's program. In that sense, the Illinois Rules and Regulations are more explicit than the proposed Federal Rules. The intent should be to bring together those individuals with significant information about the child and those individuals who will provide special education and supportive services so that an IEP may be developed in cooperation with the child's parents.

The current Illinois Rules and Regulations (Sec. 9.15) state that the parents of the handicapped child must be notified of the time and place of the meeting and invited to attend and participate in the development of the "Plan" for their child. The Federal law requires the participation of the child's parents at conferences to develop and to review/revise the child's IEP. Each local education agency should take steps to ensure parental participation at each meeting. Every effort should be made to schedule meetings at a convenient time and place to allow parents to participate in developing and reviewing/revising their child's IEP (Federal Rules, Sec. 121a.224).

Provisions should be made to ensure that the child's parents can understand and participate in the multidisciplinary staff conference. In cases where a child's parents are deaf, or do not speak English, the local education agency should arrange for an interpreter to be present (Federal Rules, Sec. 121a. 224; Illinois Rules and Regulations, Sec. 9.15).

If neither parent can attend, the local education agency should explore other methods of securing parental participation, including individual or conference telephone calls. In cases where the parents are unwilling to attend, a meeting should still be conducted to develop and/or review/revise the child's IEP. If neither parent attends the meeting the local education agency must document its efforts to schedule a meeting by keeping records of:

1. Telephone calls made to the parents and the results of those calls
2. Correspondence sent to the parents and responses received from the parents
3. Visits made to the parent's home or place of business and the outcome of those visits.

MODEL FOR THE DEVELOPMENT OF AN IEP

In Section I an overview of the contents of an IEP was presented. Mention was made of the fact that an "Individualized Education Program" is more extensive than an "Individual Educational Plan" which is required by current Illinois Rules and Regulations. The development of an IEP which contains all of the components as specified in the Federal law and in the proposed Federal Rules requires ample planning time. It is unlikely that an "Individualized Education Program" could be developed as readily as a "Plan" within the confines of a single multidisciplinary staff conference. For that reason, it is strongly suggested that local education agencies follow a three-step process in developing a child's IEP.

Conducting the Multidisciplinary Staff Conference

Each local education agency has the responsibility of initiating and conducting conferences to develop and/or review/revise a child's IEP (Federal Rules, Sec. 121a.222). At the multidisciplinary staff conference each of the following items should be discussed:

a. The child's present levels of performance in areas of concern

b. Annual goals

c. Amount and type of special education and supportive services which will be required to meet the child's needs and to implement his/her goals

d. Extent to which the child will participate in regular education programs

e. Type of physical education program in which the child will participate

f. Placement, including a justification for the particular placement which the local education agency recommends to the parents

g. The manner in which short-term instructional objectives will be developed, the method which will be used to measure student progress on objectives, and the schedules for determining the child's progress.

Completing the IEP

As a result of the multidisciplinary staff conference, the major components of the child's IEP will have been determined. What remains to be done is to translate the child's goals into objectives, determine the evaluation procedures and schedules for determining progress.

Translating Goals Into Objectives

Each person providing services to a child as indicated on the IEP should translate the goal(s) he/she will implement into short-term instructional objectives. The components of the short-term instructional objectives include: (a) a learner, (b) an observable behavior, (c) condition, and (d) a standard or criterion. Each component of a short-term instructional objective will now be examined.

(a) A learner
An objective is written for a particular student, not for a group of students as illustrated in the following example.

Appropriate: Given the verbal direction, "count to 10." John or the student, or the learner will recite the number names from 1 through 10 in sequence accurately in 4 out of 5 trials.

Inappropriate: Given the verbal direction, "count to 10," the students, or the class, or the children will recite the number names from 1 through 10 in sequence accurately in 4 out of 5 trials.

(b) A behavior
Each short-term instructional objective should include an observable behavior. The reason why objectives contain observable behaviors is to allow teachers to measure performance by objective means and to determine whether or not an objective has been achieved. Verbs used to describe behavior should be both observable and precise. For that reason, verbs such as to: understand, believe, appreciate, know how, realize, or listen are not appropriate. Verbs such as to: write, point, say, compute or read orally are appropriate because they describe the behavior which a student must perform in observable and precise terms.

(c) Conditions
A short-term instructional objective must also include the conditions under which the student will perform the behavior. Conditions specify what the student will or will not be given as he/she performs the behavior. It is important to specify the conditions in an objective, as a student's behavior may vary according to the conditions under which he/she is asked to perform a behavior. For example, a student who is initially learning to match by color could be expected to perform very differently given a demonstration than if he were just given a verbal direction.

A number of objectives, with the conditions underlined, are provided in the following examples.

1. Given 2 piles of objects (of 5 related pairs - 1 in each pile), the child will match associated items 4 out of 5 trials.

2. Following the example of a model, the child will be able to draw a circle on a piece of paper 90% of the time.

3. The child will select clothing for wear appropriate to the occasion (weather, function) upon request 90% of the time.

(d) Criteria

A short-term instructional objective must also contain a standard or criterion which specifies the minimum level a student must achieve to master an objective. In specifying criteria levels, teachers must rely on their own judgement as to what constitutes mastery of an objective. Often times, objectives are written which contain criteria requiring a student to perform at the desired level on more than one occasion, e.g., "at 60% accuracy for two days." This approach provides for some over-learning of a skill and guards against the possibility that a student's performance was influenced by chance factors.

One of the most important considerations in selecting a criterion is to choose one which matches the behavior to be demonstrated. If the aim is to improve accuracy, the criterion may be stated as a percent, e.g., "given a worksheet containing 20 two-digit by two-digit subtraction problems with renaming, the student will compute the problems at 90% correct." Sometimes the aim is to improve the speed at which a student performs a behavior. In that case, the criterion would include the rate at which the student should perform the behavior, e.g., "given a 300 word passage from a 2.1 reader, the student will read orally at a correct rate of 80 words per minute with less than four errors per minute." In some instances, the aim is to increase the length of time a student engages in a behavior. When duration is of concern, the criterion should include the length of time the student should engage in the behavior, e.g., "the student will stand, without assistance, for three minutes." In some cases, the aim is to have a student perform a chain of behaviors e.g., toothbrushing, dressing, toileting. In those instances, the criterion might be stated as follows: "given a toothbrush, toothpaste, and a sink the student will correctly brush his/her teeth on five out of six trials."

Commercial materials may be used to assist teachers in identifying possible objectives for a particular goal. Neither the objectives nor the sequences of commercial objectives should be adopted without careful consideration. Some school districts have developed sequences of objectives in several academic and self-help areas. This practice should be encouraged as it prevents teachers from duplicating each other's work. In cases where commercial materials or district objectives are used, the format of writing short-term objectives may be altered as shown in the following example.

Annual Goal: To improve expressive language, including: naming common objects, describing objects by shape, size, color, feel and functional use.

Short-Term Instructional Objectives

Reference/Skill Number	Behavior
District C "Language Skills"/2.1	name objects
2.2	describe by shape
2.3	describe by size
2.4	describe by color
2.5	describe by feel
2.6	describe by functional use

In the previous example, the reader referred to a set of commercial materials or district materials where a complete set of objectives (containing all components of a behavior objective) is available. For example, some materials made available to the Illinois Office of Education from the Wabash and Ohio Valley Special Education District contained objectives on cards. The complete objective for skill 2.6 on the sample IEP reads as follows:

The child defines words in terms of use 75% of the time.

MATERIALS:

TECHNIQUE: At mealtime explain to child that "a cup is used for drinking, a spoon is used for eating," etc. Place these objects in front of child and ask him/her, "What do we use a cup for?" "What do we use a spoon for?", etc. If no response or incorrect response, expand explanation to include: "We use a cup for drinking, let's put some milk in it and drink it. May I have a drink of milk from your cup? We drink from a cup." The same technique could be used for the spoon, fork, etc.

MEASUREMENT: Success is attained when child defines words in terms of use three out of four trials.

The process of translating goals into objectives takes less time under the system just described. However, care must be taken to select only those published objectives which contain all the components of a good behavioral objective, to choose only those objectives which are appropriate for a particular child, and to provide a reference copy of objectives either with a child's IEP or within the child's school. In cases where objectives are referenced to published sources and the child moves to another district, the receiving district should be given access to the primary source of the objectives.

Several teachers in the IEP field test mentioned that they would find it easier to translate goals into objectives from the multidisciplinary staff conference, to the first reporting or grading period. By not translating a child's goals into objectives for an entire year upon the completion of the multidisciplinary staff conference, teachers can avoid revising a set of objectives which appear to be appropriate at the beginning of the school year but become obsolete based on the student's performance. If goals are translated into objectives on a quarterly basis (or on a schedule consistent with grading or reporting periods), then teachers may continue to develop objectives throughout the year and report student progress to parents. If this system is adopted, then within 30 days of the multidisciplinary staff conference only those objectives which are anticipated to be mastered prior to the first quarter (or grading period) need appear on the child's IEP. By continuing to translate goals into objectives for each successive quarter, the child's IEP should contain a complete listing of all short-term instructional objectives at the end of the school year.

Once a child's goals are translated into objectives, what remains to be done is to specify the appropriate objective criteria, evaluation procedures, and schedules for determining progress on objectives. The easiest and most direct approach is to simply require the child to perform the behavior under the conditions stated in the objective and then determine whether the child met the performance criterion - referenced tests may be used. However, there are far too few criterion - referenced tests available and in many instances, none exist in particular goal areas in which IEP's may be written.

It is always possible to measure a student's performance directly on instructional objectives. This approach requires only that objectives are written in measurable terms and that either through a teacher-made test or by observation a child's performance is measured. Simply stated, if the objective required a child to spell 10 words at 100% correct, the words could be presented on a tape recorder, and the teacher could correct the child's work to determine if the child had met the objective.

If direct measurement is used to evaluate performance, then some statement to that effect should appear on the child's IEP. It is strongly suggested that performance be measured frequently to determine if the child has mastered the objective or if a change in teaching techniques is warranted. Some teachers do in fact measure and record performance daily. In so doing, they use the data they have collected to guide them in their teaching and to make decisions concerning the effectiveness of their teaching techniques on students' performance on objectives. By taking direct measures and measuring performance on at least a weekly basis or bi-weekly basis, teachers can monitor a student's performance and adjust their teaching techniques to ensure progress.

A sample IEP is included at the end of this section.

Evaluating, Reviewing, and Revising an IEP

An annual review conference should be held to determine a child's progress on his/her current IEP and to revise it as needed for the coming school year. The participants at an IEP review conference include "those professional persons working with the student and others as designated by the director of special education" (Illinois Rules and Regulations, Sec. 9.25). According to the Federal law a child's parents must be included in all meetings in addition to a representative of the local education agency, the child's teacher, and the child when deemed appropriate (Sec. 602(19)).

The purpose of the annual review according to the Illinois Rules and Regulations (Section 9.25) is to "review the educational status and continued special education placement" of the child and to "determine the extent to which the child has met the objectives, recommend further evaluation if indicated, and review the individual educational plan, including the specific objectives set for the child." This section of the Illinois Rules and Regulations should be changed in order to allow the child's planners to review the child's progress and to revise the child's IEP including establishing goals, services, placement and all other components of the IEP with the exception of the following: short-term instructional objectives, evaluation procedures and schedules for determining progress. It makes more sense to have the child's new teacher(s) translate the planners' recommended goals into objectives at the beginning of the next school year and to make minor revisions to the IEP before implementing it for that year.

INDIVIDUAL EDUCATION PROGRAM

Child's Name: Billy Jones Date Referred to Committee:

School: Littletown Elementary School

SUMMARY OF PRESENT LEVELS OF PERFORMANCE

a. Child is not toilet trained; toileting occurs only when he is put on toilet at night time.

b. Child's speech is limited to repetitious verbal behavior.

c. Child engages in solitary play only.

d. Child can carry out simple one-stage commands.

e. Child walks well straight forward and runs stiffly, cannot continue around obstacles and cannot jump.

PRIORITIZED LONG-TERM GOALS

1. Child will be toilet trained.
2. Child will use spontaneous speech.
3. Child will play cooperatively with 1 or 2 other children.
4. Child will be able to follow simple 2 and 3 stage commands.
5. Child will run with ease and do broadjump.

SHORT-TERM OBJECTIVES	SPECIAL EDUCATION & RELATED SERVICES	BEGINNING AND ENDING DATES	REVIEW DATE
1. Child will be toilet trained.	Behavior Management	9/1/77	12/1/77
a. Child will use toilet when clothes are removed and he is placed on it.	Behavior Management Program		
b. Child will remove clothes and get on toilet when taken to toilet.	Parent Involvement		
c. Child will use toilet independently 100% of time.	Suggestions from SIRSEA Adaptive PE Consultant		
2. Child will use spontaneous speech.			
a. Child will answer "yes" or "no" to teachers' questions 100% of time.			
b. Child will use single words to make wants known 100% of time.			
c. Child will ask for food when hungry 100% of time.			
d. Child will express his wants in two or more word combinations 90% of time.			

PLACEMENT DECISIONS:

Special Preschool Classroom

PERCENT OF TIME IN REGULAR CLASSROOM

0%

FOR THE COMMITTEE RECOMMENDATIONS FOR SPECIFIC PROCEDURES/TECHNIQUES, MATERIALS, INFORMATION ABOUT LEARNING STYLE, ETC.

Use general shaping procedures
Use manipulative toys (e.g., puzzles) as reinforcers

CRITERIA FOR EVALUATION OF ANNUAL GOALS

Use criteria specified in short-term objectives.

COMMITTEE MEMBERS PRESENT

Mrs. Smith - Principal
Mr. Bates - Teacher
Mr. & Mrs. Jones - Parents
Ms. Green - Psychologist

DATES OF MEETINGS

8-28-77

WHAT DO I DO NOW ?

4

WHAT DO I DO NOW?

GUIDELINES FOR . . . .

LESSON PLANNING USING THIS CURRICULUM

WRITING AND USING BEHAVIORAL OBJECTIVES

DEVELOPING THEMES
1. INTRODUCTION TO THEMES
2. COORDINATING THEMES WITH BEHAVIORAL OBJECTIVES
3. SUGGESTED THEMES FOR CURRICULUM UNITS

PLAY

MUSIC & MOVEMENT

NUTRITION

ADAPTING THE CURRICULUM TO CHILDREN WITH SPECIFIC NEEDS

INTRODUCTION

The importance of using individual pupil checklists, pinpointing specific skill sequences and writing individualized educational programs has already been demonstrated in the previous sections. But . . . what do I do now? How do I use this information to plan daily lessons?

The guidelines which follow should help to answer this question. Guidelines one through three deal with the uses of the checklist and pinpoints and how they can contribute to the I.E.P. The remaining guidelines deal with choosing themes, coordinating them with behavioral objectives and weekly planning. These topics are discussed at length in this section of the curriculum. Other topics included which should be considered in lesson planning and have not yet been discussed are Play, Music, and Nutrition. Some of the information provided in these sub-sections may also be shared with parents. The conclusion of this section is devoted to adapting the curriculum to children with specific needs.

GUIDELINES FOR LESSON PLANNING

USING THIS CURRICULUM GUIDE

1. Make a copy of the individual checklist for each child's folder. (Pages of this guide may be run through a Thermofax to make a Ditto master, or they may be photocopied.) When appropriate, you may also wish to make copies of the sets of forms (found in this section) which specify behavioral objectives in the areas of writing readiness, motor skills, colors and shapes.

2. Assess each child's developmental levels. The checklist may be completed by the teacher based on her observations at school or with the parent during a home visit. Using the parent's assistance in determining the child's performance levels helps the teacher better assess not only the child's skills but also the parent's perception of his child's abilities. It also helps the parent to develop a sense of the sequence of skills in different areas of development and to identify the child's strengths.

3. The information obtained from the completed checklist is one source which can be used in the I.E.P. when identifying present levels of performance. In more severe cases, it may be appropriate to use the developmental pinpoints to further assess and pinpoint levels of performance. The checklist and pinpoints may also be used in determining annual goals or specific objectives for the I.E.P. (In many cases, however, the checklist items and developmental pinpoints might be too specific to be used as annual goals.)

4. Many teachers choose a theme to coordinate activities for a period of time. (Some teachers prefer weekly themes. Others prefer a longer period for particular emphasis on a topic or subject.)

5. Considering the ages, interests and developmental levels of your children, plan a daily time allotment schedule. This should indicate when you will have large and small group activities, snack time, outdoor play, etc.

6. You may wish to choose a theme or themes and plan specific activities for the class. Each theme may be repeated as often as you feel will be profitable during the year. The themes suggest vocabulary, materials, and activities. They serve as a vehicle for providing equivalent practice for each child at his skill level.

7. In your weekly plan book you may want to include:

   a. Your daily time allotment. (Skeleton Schedule)
   b. Your themes for the week suggesting vocabulary, materials, activities, etc. (Some of you may prefer to use a general theme as "Seasons" and a more specific theme as "Making a Snowman.")
   c. Specific behavioral objectives as target behaviors for the group.
   d. Additional objectives for children who will be included in all activities but who must have a completely individualized program.

8. At intervals that you consider appropriate, record each child's developing skill in his individual record.

INTRODUCTION TO WRITING AND USING BEHAVIORAL OBJECTIVES

Definitions and Explanations

Although the activities planned for young children in Special Education classes should always be joyful, full of interesting experiences and fun, they must serve as the vehicle for teaching them the language, motor, cognitive and social skills that have been identified as prerequisite for later successes in elementary school and beyond. The development of these skills cannot be left to chance. Merely providing interesting and happy experiences is not enough.

With the advent of Early Childhood Special Education Classes a two-fold objective has been established. First, specific developmental lags must be precisely identified. Then, a program designed to accelerate development must be implemented. Because each child's developmental profile is different, each child's remediation must be designed specifically for him.

Obviously, it is neither possible or desirable to have one teacher for each child, nor can many of the necessary skills be taught unless other children and adults are involved. Implementing an effective remedial program for a group of children who have a variety of physical, emotional and language anomalies is a challenge. Not only must the teacher identify individual developmental lags at the beginning of the program, she must keep accurate records of each child's development as it occurs.

To facilitate both the planning of effective remediation and efficient record keeping of individual development, the guidelines provided by behavioral or instructional objectives have proven useful to many teachers. The pages which follow are designed to be used. Of course, each teacher will adapt, change, add and delete to suit the needs of individuals in her classes. However, by removing the pages and using them as a master to make copies for each child's file, much time and effort can be saved. It is hoped that Early Childhood teachers will use these behavioral objectives, suggest additions and offer many examples of experiences they have developed in their classrooms to accomplish a happy and successful teaching-learning environment.

The Illinois Law requires that teachers be specific in their use of instructional objectives. Certain vocabulary and language is necessary if the objectives are to meet the criteria of precision of statement. The paragraphs which follow include definitions of terms used when talking or writing about behavioral objectives. To make it simpler to find these definitions, the terms have been underlined. However, to make it easier to read and understand, the material has been written in conversational style. Those who have worked on the Curriculum Guide sincerely hope this format will be both interesting and helpful.

Definitions, Rationale and Explanations

of

WHAT? HOW? WHY?

From time immemorial teachers have been writing "Lesson Plans." Usually they said something like, "Teach addition fact" or "Teach spelling" or "Goal: To develop an understanding of __________." But most of us have been vaguely uncomfortable about these "Goals." It was hard to evaluate when they had been reached. Often we thought we had reached our goals, but our supervisors didn't! Of course, after some discussion we usually discovered our stated goals meant one thing to us and something quite different to the supervisor - and something very different to the "sub" who tried to follow our plans. Then too, when it came time to evaluate the children we had to do a great deal of translating to parents about what had happened to their children and why they had failed to achieve our goals.

Writing Behavioral Objectives or Instructional Objectives or Performance Objectives can solve all of those problems, and many more. Incidentally, all three of those terms mean the same thing. They mean simply that the teacher will write down three things. First, she will describe what she will provide, do or limit during the lesson. Second, she will describe what the child will be doing when she can look at him or listen to him and observe that he knows what she set out to teach him. (This is called the observable behavior.) Each behavioral objectives must include an accurate description of what behavior the learner must be observed performing, before his teacher says, "He has achieved my objective." Third, the objective must state how well the teacher expects the learner to perform. Usually this Criterion or Performance Level will be stated as Proficiency or Mastery Level. Proficiency means, given the opportunity, he performs correctly 80% of the time (or 8 of 10 times). Mastery indicates that he always performs that particular objective correctly. For practical purposes in the classroom, proficiency level performance usually indicates that the learner is ready to move on to a more complicated objective. A Fourth feature of writing objectives is important. The teacher must indicate for whom she is writing the objective. However, since most objectives are appropriate for more than one learner, it is acceptable to refer to the student as "the learner" or "the student" or the child as you develop the objectives. Then the individual child's name can be inserted to make it specific during weekly or daily planning.

At this point, you may find it helpful to turn to one of the pages which give a number of behavioral objectives. Then, return to this page and continue reading -----"next page."

When you read the specific behavioral objectives, you noted that they began with "Given" or "When shown" or something like this. This style is helpful because it leads the teacher to begin with what she will provide. Then, the statement "the learner" or "the child will" specifies the performance to be observed. In most instances, the objectives included here do not specify a criteria for each objective. Nor do they name a particular child. This is not an accidental ommission. It is intended that the teacher decide for herself on the level of performance. However, most of the time Proficiency or 80% accuracy is appropriate. This performance level precludes that the child achieved it by guesswork! It also suggests that he is ready for something a bit more complicated, but that he may need some more *equivalent practice* at a later time. *Equivalent practice* refers to activities or experiences that require him to behave in the same way that he must perform to achieve the objective. However, the circumstances and the activity may be different. For example, if the objective requires him to "pull all items of the same color together," he should be given *equivalent practice* on different days with different items. One day it may be toys. Another day it may be wrapped candy. Still another day, colored paper or blocks. And so on, until he can be observed "doing it" correctly 80% of the time.

Perhaps it will be helpful to reread one whole page of objectives at this point. You will note that one of the objectives on each page (or section) is called the *Terminal Objective*. For our purposes in this Preschool Curriculum Guide, this Terminal Objective refers to the performance expected of children who are ready to enter kindergarten, or in some cases, first grade. Specifically, a *Terminal Objective* refers to the way the learner will perform when he leaves the influence of a particular teacher. In our case, it defines the performance expected of children who can be expected to be successful in a Mainstream Kindergarten. These performances were chosen from those defined by a variety of Preschool Scales and Kindergarten and First Grade Readiness Tests. The checklist in this Curriculum Guide coordinates with the Terminal Objectives.

By themselves, the Terminal Objectives are not very helpful! If a child *can* perform in these ways, it is unlikely that he would be assigned to our Special Education classes. The purpose of these *TO* (and that is the way in which we will refer to "terminal objectives" from here on) is to define and describe what a child should be able to do when he leaves us. They also serve as a starting point for determining the *skill hierarchy*. In effect, the procedure is to start at the END or the TO and work backwards, carefully analyzing what the learner must be able to do *before* he can perform the TO. If you begin at the bottom of the pages that list specific performance objectives, and read from the bottom to top, this will be easy to see. It is the system you should use to find each child's *entry behavior*, which refers to what he can do *now*; it describes where he is today, relative to where you want him to be when he leaves you. For example, if you ask him what color something is and he answers you correctly, he has achieved a particular objective. If he can do the next more difficult objective, fine. But, if he can't, you have *found his entry behavior*. Give him *equivalent practice* until he performs correctly 80% of the time, and then move to the next objective. If he fails completely on the next step, you may find it necessary to write specific objectives *between* those provided here. Our intent has been to provide you with examples of a number of TO; examples of a typical *skill hierarchy* with *behavioral objectives* leading to a particular TO (terminal objective); and some practice dealing with the vocabulary associated with this type of planning.

We haven't mentioned our old friend, "Goals." For our purposes, those continue to refer to general statements as, "To teach colors" or "To teach the children to color between the lines." or "To teacher the children to play together." You will need these in your overall planning at the beginning of the year, and when you need to write a very brief description of what your program is intended to accomplish. But you will become increasingly dissatisfied with them as a means of planning. You will be annoyed because they do not allow you to pinpoint each child's developmental level. Behavioral Objectives make this "pinpointing" easy and efficient. As you become more skilled in writing your own performance objectives, you will discover that you are learning how to write *enroute behaviors* more effectively. This term refers to all of the objectives from the beginning of the introduction to the simplest related behaviors to the terminal objective (TO). Some children will need many more enroute behaviors than others. For example, having learned to match items of the same color, some children will begin immediately to respond to the question, "What color is this?" without any specific practice in responding to "Show me the blue one." For these children, the small increments or tiny steps between objectives given here will be a bore. Let them leap if they can. But be certain that they can in fact perform all of the enroute behaviors to criterion at least once.

The Performance Objectives offered here are intended to serve as examples. They are insufficient for a complete program. It is suggested that each teacher use these as guidelines until she finds it easy to write her own. First, she will want to choose her goals, then write specific terminal objectives for each goal. Next, she will work backward from the TO increments or steps appropriate to children in her class. After she has done this planning, she is ready to find each child's entry behavior. Next, she will choose a number of activities that will fit into her feelings about what those particular children will find enjoyable and challenging but not overwhelming. Because she has a clear idea of the hierarchy of prerequisite skills, she can individualize her lessons even when she is teaching a group of ten children at the same time. At the end of the day and the week she needs only to check the performance of the individual children to record their progress, and discover what to do next.

Most of the examples of behavioral objectives given here are in The Cognitive Domain. When we think of school, we usually think of objectives that fit into this category. Recognition and recall of facts, concept formation, problem solving and the development of generalizations are included in the cognitive domain.

Some of the objectives provided here are in the Psychomotor Domain. They may relate to gross motor (large muscle) or fine motor (small muscle) activities.

The Affective Domain includes both social and emotional development. Attitudes values adjustment to peers and adults and emotional stability are included here. Objectives in this domain are more difficult to formulate, since the "behaviors" are often difficult to see and less subject to direct control. However, the importance of both the hidden and observable behaviors in this domain can not be overemphasized. Problems in this area interfere with achievement in every aspect of development. Teaching skill requires that we learn to help children to develop behaviors that make them happy as well as knowledgeable. Only the child who feels good about himself and sees himself as an "eager learner" can obtain maximum benefits from teaching.

It is not possible to compartmentalize human behavior this neatly! There is always overlap between and among the domains. However, it is easier to identify specific target behaviors and recognize when they have been achieved if the teacher identifies her purposes and records her results under one of these "Domains." Most of all, as you watch the children progress, remember, specific objectives were never intended to take the fun and games out of the Early Childhood classes. They were intended to make it easier to be certain that through having specific target behaviors or the behaviors you consider important at a given time, each child could learn nost efficiently - and each teacher could teach most effectively.

DEVELOPING LESSON PLANS FROM BEHAVIORAL OBJECTIVES

GOAL: To develop writing readiness through copying patterns of various shapes until they can be drawn from memory.

SPECIFIC BEHAVIORAL OBJECTIVE:

1. "spoken cues with physical direction"

Given the teacher's verbal direction as well as her physical control of his action, the child will perform the target action without resistance.

2. "spoken cues and action model"

Given the teacher's verbal direction and her action model of the target behavior, the child will watch and imitate the action when directed to do so.

3. "spoken cues - model to trace"

Given the teacher's verbal direction and a model to trace, the child will trace the model in the correct sequence of actions.

4. "visual cue only - same medium"

Given the written or drawn model of the target size and using the same medium, the child will copy the model 5 times.

5. "visual cue only - different size and medium"

Given the model and written in any medium and size, the child will copy the model in a different medium and size. (Example: Copy from chalkboard to paper or visa versa.)

6. "spoken cues - model to copy"

Given the teacher's verbal directions and a pattern to copy, the child will copy the target pattern.

TERMINAL OBJECTIVE:

7. "spoken cue only"

Given the teacher's verbal directions and no visual cue, the child will recall and write or draw items as directed.

GOAL: WRITING READINESS

NOTE: Completion date for this child in boxes beside the shape named and below the performance specified.

CHILD'S NAME:
TEACHER S NAME:
DATE BEGUN:

(List shapes to be practiced here)	Spoken cues with physical direction (1)	Spoken cues with action model (2)	Spoken cues-model to trace (3)	Visual cue only-same medium (4)	Visual cue only-different size and medium (5)	Spoken cues-model to trace (6)	Spoken cue only (TO) (7)

GOAL: To teach the children skills and coordination. To teach them to follow directions.

SPECIFIC BEHAVIORAL OBJECTIVE:

1. "directed motor with visual, verbal and tactile cues"

   Given the teacher's physical control of his actions as well as her verbal directions, the child will perform the target action without resistance.

2. "imitation of action model with verbal cues"

   Given the teacher's verbal direction as well as her action (visual), the child will perform the action, approximating the target behavior.

3. "copying picture model with verbal cues"

   Given the teacher's verbal direction as well as a picture of the action, the child will perform the target action (approximation).

4. "verbal cues" (no picture or model) - approximation

   Given the teacher's verbal direction, the child will perform the target action (approximation).

TERMINAL OBJECTIVE:

5. "verbal cues" (accurate performance)

   Given the teacher's verbal direction, the child will perform the target action in a manner described in the checklist as "age appropriate" (that is, no allowance made for physical problems interfering with performance).

GOAL: Motor Skills

(Specify "fine motor skills" or "gross motor skills")

NOTE: Completion date for this child in boxes beside the skill name and below the performance specified.

CHILD'S NAME:
TEACHER'S NAME:
DATE BEGUN:

(List specific target skill)	Directed motor with visual, verbal and tactile cues. (1)	Imitation of action model with visual and verbal cues. (2)	Copying picture model with verbal cues. (3)	Verbal cues only approximate performance (4)	Verbal cues accurate performance (5)

GOAL: To teach the basic colors.

SPECIFIC BEHAVIORAL OBJECTIVES:

1. "matches objects"

   Given an assortment of 10 objects of two different colors and the teacher's statement, "This (object) is (color). Put all of the (color) things in the (color) box," the child will place all items of the target colors together in the designated place.

2. "matches pictures"

   Given an assortment of 10 pictures of two different colors (single objects on neutral background color) and the teacher's statement, "This (object) is (color). Put all the (color) things in this (color) box," the child will put all pictures of the same color in the designated place.

3. "sorts objects"

   Given an assortment of 15 objects of three colors and the teacher's oral directions to, "Put all of the (color) things in the (color) box," the child will place the objects in the appropriate boxes.

4. "sorts pictures"

   Given an assortment of 15 pictures of three different colors (single objects on neutral back ground) and the teacher's oral direction to, "Put all of the (color) in the (color) box," the child will place the pictures in the appropriate boxes.

   NOTE: If the children demonstrate skill in sorting objects and pictures of three colors - usually red, yellow, blue - different shades of these colors may be introduced at this time. For some children, it will be necessary to repeat steps one through four using different shades of the three target colors before introducing additional colors or moving on to objectives 5-10.

5. "recognizes spoken color words"

   Given 10 duplicate objects of three different colors and the teacher's request, "Give me the (color) (object)," the child will give the teacher the object of the color requested.

6. "recognizes spoken color words - Visual Figure-Ground"

   Given a picture of 10 items of three different colors on a varied background (scene) and the teacher's direction, "Point to the (color)toy," the child will point to a pictured item of the color named.

7. "recalls and says color words - single objects or single pictures on neutral background"

When shown an object or picture (mounted on neutral background) and given the teacher's question, "What color is this?", the child will respond by saying the correct color name.

8. When shown a picture with a number of objects of five of the target colors on a varied background (scene" and asked, "What color is the (name of object) ?", the child will respond correctly with the color word or a brief sentence as, "It's red."

9. Given 15 pictures or objects of any of the target colors, the child will respond to a teacher's question, "What color is the (object or picture of object)?" with the correct color word, correctly pronounced (or a close approximation of correct pronunciation).

10. Given any picture or object in the environment and the teacher's question, "What color is that (object) ?", the child will respond with a complete sentence, "That/The (object) is (color) ."

GOAL: To Teach Colors

NOTE: The date each objective is achieved beside the color and below the behavior.

CHILD'S NAME: ______________________
TEACHER'S NAME: ______________________
DATE BEGUN: ______________________

	PERCEPTUAL MOTOR			RECEPTIVE LANGUAGE			EXPRESSIVE LANGUAGE			
Colors	Matches Objects (1)	Matches Pictures (2)	Sorts Objects (3)	Sorts Pictures (4)	Recognizes Spoken Color Words (5)	Recognizes Color Words (figure-ground) (6)	Recalls & Says Color Words, Objects, Pictures (7)	Recalls & Says Color Words (figure-ground) (8)	Answers "What Color is This?" With One Word (9)	Correctly Uses Color Words As Adjective in Sentence (10)
Red										
Blue										
Yellow										
Green										
Black										
White										
Orange										
Purple										
Brown										

GOAL: To develop WRITING READINESS through copying patterns of various shapes until they can be drawn from memory.

SPECIFIC BEHAVIORAL OBJECTIVES:

1. "spoken cues with physical direction"

   Given the teacher's verbal direction as well as her physical control of his action, the child will perform the target action without resistance.

2. "spoken cues and action model"

   Given the teacher's verbal direction and her action model of the target behavior, the child will watch and imitate the action when directed to do so.

3. "spoken cues - model to trace"

   Given the teacher's verbal direction and a model to trace, the child will trace the model in the correct sequence of actions.

4. "visual cue only - same medium"

   Given the written or drawn model of the target size and using the same medium, the child will copy the model 5 times.

5. "visual cue only - different size and medium"

   Given the model written in any medium and size, the child will copy the model in a different medium and size. (Example: copy from chalkboard to paper or visa versa.)

6. "spoken cue - model to copy"

   Given the teacher's verbal directions and a pattern to copy, the child will copy the target pattern.

TERMINAL OBJECTIVE:

7. "spoken cue only"

   Given the teacher's verbal directions and no visual cue, the child will recall and write or draw items as directed.

GOAL: WRITING READINESS

NOTE: Completion date for this child
in boxes beside the shape named
and below the performance specified.

CHILD'S NAME: ____________________
TEACHER'S NAME: ____________________
DATE BEGUN: ____________________

(List shapes to be practiced here)	Spoken Cues With Physical Direction (1)	Spoken Cues With Action Model (2)	Spoken Cues Model to Trace (3)	Visual Cue Only - Same Medium (4)	Visual Cues Only - Different Size Medium (5)	Spoken Cues Model to Copy (6)	Spoken Cue Only (TO) (7)

GOAL: To teach the shapes: circle,
square, rectangle, and triangle.

SPECIFIC BEHAVIORAL OBJECTIVES:

1. "matches shapes"

Given as assortment of 10 objects of two different shapes and the teacher's statements, "This (object) is (shape name) ," and "Put all of the (shape name) in this box," the child will place all of the items of the designated shape together.

2. "sorts shapes with verbal directions"

Given 10 items of each of two shapes and the same relative size, and the teacher's request, "Give me a (shape name) ," the child will choose an item of the shape named and give it to the teacher. The teacher will randomize her requests to reduce the chances of successful guessing.

3. "child imitates shape name"

Given the teacher's spoken word model, "This is a (shape name) ," and her request to him to, "Tell me about this shape," the child will imitate what she has said.

NOTE: For some children it will be necessary to accept one word approximations at first. However, this objective should not be omitted just because the child's articulation is inaccurate.

4. "child recalls shape name"

When asked, "What shape is this?" as the teacher shows him one of the shapes, he will respond correctly, naming the shape.

5. "recognizing shapes of toys, etc."

When told to, "Show me something that is (shape name) ," the child will respond by pointing to a toy, furniture or any items he can see that is of the shape named.

6. "recall of shape names"

When asked, "What shape is the (any environtmental items)?" the child will respond correctly by saying the appropriate shape name.

NOTE: For some children each of these steps will need to be repeated using more than two shapes at one time.

GOAL: To Teach Shapes

NOTE: Completion date for this child in boxes beside the shape named and below the performance specified.

CHILD'S NAME: ____________________

TEACHER'S NAME: ____________________

DATE BEGUN: ____________________

(Lists shapes to be practiced here)	Matches Shapes (1)	Sorts Shapes With Verbal Direction (2)	Imitates Shape Name (3)	Recalls Shape Name With Clue (4)	Recognizes Shape (5)	Recalls Shape Name Without Clue (6)

LESSON PLAN FORM

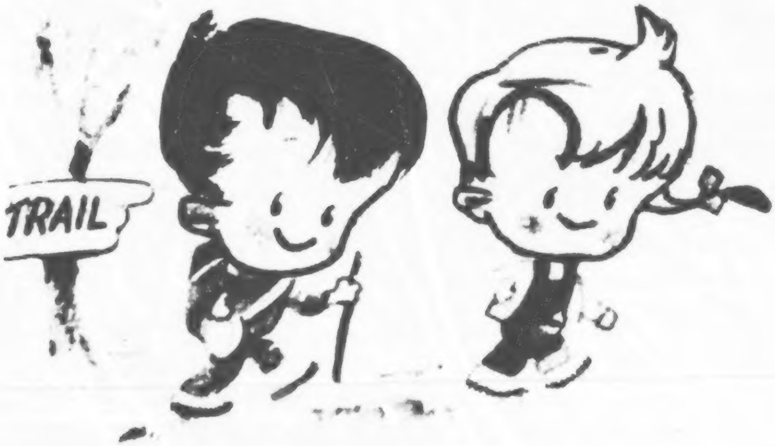
This form has been useful for teacher who can choose objectives that a number of children need to achieve at about the same time. Perhaps the teacher will choose objectives from those offered in this Curriculum Guide. Or, she may prefer to develop her own target behaviors. By writing her objectives on the left side of the page, she can simply record the date criterion performance was achieved below each child's name .

The form is intended to reduce the time spent planning lessons. Specific activities and materials may be listed on the back of the form. In most instances, young children will need varied and interesting equivalent practice on each objective for more than one week.

Because the target objectives are precisely stated, the procedures need only suggest an activity. An example of a procedure planned to achieve any of the objectives associated with the concept vocabulary through might simply state: "Pour a variety of liquids and small solids through strainer of various sizes." This procedure could serve as a vehicle for achieving a variety of objectives related to through with children functioning at different skill levels.

Then a subsequent lesson might include the same objectives, but the procedure could include crawling through pipes or toy tunnels. The intent would continue to be to provide experiences by which each child could proceed at his own rate to achieve the objectives associated specifically with learning the concept through.

This same form can be used to teach colors, shapes, motor skills, social skills, etc. When completed, they provide an accurate record of both the experiences provideedand the individual objectives achieved by each child. The teacher will want to transfer these records to individual files by copying them in each child's folder. However, she has a record of what she has done readily available in her planning file too.



INSTRUCTIONAL (BEHAVIORAL) OBJECTIVE

GOAL: ____________________

TEACHER: ____________________

DATE: ____________________

NOTE: Unless otherwise noted, the date given is the time when the child demonstrated proficiency level accuracy in this target task or behavior (80%).

	CONDITIONS	TARGET BEHAVIOR	CHILD(REN)										
BEGINNING DATE	"What will be provided or done by the teacher? What restrictions will be imposed?"	What will the child do to demonstrate that this instructional objective has been achieved?											
	"GIVEN"	"THE CHILD(REN) WILL..."											

DEVELOPING THEMES

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GUIDELINES FOR DEVELOPING THEMES

Learning should be fun. Lessons that grow out of things that are naturally appealing to young children will result in more effective teaching. The children will recall more, generalize appropriately and seek to expand their skills if the activities are of sufficient interest to them. Vocabulary, new concepts and a wider horizon can evolve each time a new theme is developed. The value of these encounters and exposures to new ideas, even if the resulting learning cannot be measured, is an important part of every Early Childhood Curriculum.

The theme chosen serves to suggest games, stories, puppetry and dramatic play as well as language experiences. The teacher will want to develop activities that utilize the theme, but are planned to achieve the specific individual behavioral objectives. For example, if the theme is Halloween, the children may make jack-o-lanterns. If some of them are learning to match shapes, the objective chosen may be: Given 15 black triangles and 15 black circles mixed together, the child will sort them into two piles, putting all of the circles together and all of the triangles together. These circles and triangles may then be used to make the eyes and nose on a jack-o-lantern.

If some of the children need continued practice in matching shapes (i.e., criterion performance has not been achieved as specified in the section given behavioral objectives) the teacher will continue to plan "matching experiences" even though she has chosen a new theme. For example, after Halloween, a baking experience may become the "theme of the week." Cookie cutters may be used as templates for drawing as well as making cookies. Playing in the kitchen may be focused on sorting pans that are round and "not round", etc. In effect, specific behavioral objectives may remain the same over a fairly long period of time, but the teacher will provide equivalent practice of a target behavior using a great variety of materials and themes.

The themes suggested here are those most often used by teachers of young children. Of course, each teacher will expand the list to add activities of special appeal to her and to her children. A sample form with Suggested Themes for Selected Curriculum Units has been supplied in a form which you may reproduce for your own use.

INTRODUCTION TO "THEMES"

Elementary classroom teachers are accustomed to planning "Units of Study." During the early years in elementary school these units centered around experiences that can be predicted to be interesting to young children. A trip to the zoo usually climaxes the study of animals, and a trip to the Fire House is a must in most early elementary classrooms.

For the very young children who attend preschool, similar expansion of horizons and vocabulary must not be neglected. Many of the same themes that become the basis for units in elementary school are appropriate for these younger children. Repetition will serve to expand the concepts and vocabulary introduced. Consequently, the preschool teacher is not guilty of reducing the enthusiasm of the young children who may enjoy several trips to the zoo and the fire house!

The suggested themes which follow include many which are familiar to kindergarten and first grade teachers. But they also include a number which are of particular appeal to younger children. Cooking and cleaning up can be great fun to the threes and fours. Raking leaves, pulling weeds, digging a hole, throwing a snowball, splashing in a puddle - all very commonplace experiences, provide the occasion for teachers to develop important concepts, teach vocabulary and improve motor skills. As the children experience these activities their social and emotional development is also encouraged through spontaneous, natural interactions with peers and teachers.

For most young children repetition is a delight. They enjoy doing the same things over and over. Montessori emphasized their need to consciously and actively develop and improve their skills through repeated practice with the same teaching materials.

Although the traditional nursery school program, which simply compliments the home experience of young children, has its place, both its structure as well as its goals provide inadequate experience for the child whose development is lagging. A program whivh merely compliments typical home experiences is not compatible with the compensatory educational planning needed by preschoolers who have observable deficits in cognitive, communication, psychomotor and social-emotional development. For these young children, deficits must be pinpointed and remediation specified in terms that allow for clearcut evidence of progress. This progress must exceed that which can be expected on the basis of less specific targeting of objectives.

In spite of the need for vigorous and often rigorous planning and teaching, the preschool teacher must arrange her carefully planned lessons to appear spontaneous and natural. The structure must be in her planning book and her records. But this structure should not be obvious to an untrained observer. Her efforts to elicit speech from her young charges should appear as enthusiastic interest in what they are saying, never a determination to "make them talk." Her lesson, carefully planned to teach concepts should appear as playtime in the child-sized kitchen or snack time or free play to the children, as well as the observers.

It is in this spirit that these themes are suggested. It is our hope that the teachers who use this curriculum guide will add their own suggestions and share them with us.

COORDINATING "THEMES" WITH BEHAVIORAL OBJECTIVES

Themes help the preschool teacher to plan happy and interesting experiences for children. They enable the teacher to introduce new vocabulary and concepts as well as social and motor experiences. However, they are also the vehicle for a continuation of the practice of equivalent behaviors related to each child's developmental level.

Perhaps a theme for several days or longer may be cooking. During this time, specific objectives related to number, color, shape and the concepts of "as many as" and "between" may be targeted. The next theme may include a trip to the zoo. New vocabulary, new experiences - but the same objectives can be emphasized.

For examples, during the "cooking" themes, colors, amounts, shapes of cooking utensils can be emphasized. During the "animal" or "zoo" theme, colors, shapes of cages, shapes of equipment, etc. can be utilized. The specific behavioral objectives change only as the individual child's observable skill levels change. The activity provides the opportunity for introducing new vocabulary and ideas. The behavioral objectives pinpoint the activities most likely to result in learning for each child.

This kind of precise planning should not limit the teacher's spontaneity or creativity. One effect should be to enable the beginning teacher to function and teach more like the teacher who has had years of experience. The experienced teacher often appears to be individualizing her work in some mysterious, intuitive manner. Actually, she is usually utilizing her background to greatest advantage. Her relaxed, open classroom reflects a great deal of forthought and specific planning It is the hope of this committee that this spirit will shine through this curriculum guide - to make teaching easier and more effective for all of us.

Included in the next pages are selected examples of themes with lists of materials and detailed activities. Following these is an abbreviated form which can be used by the teacher for recording theme units of instruction. Finally, is a list of themes suggested by early childhood teachers who were consulted in the development of this curriculum. Teachers may use this idea list to develop and coordinate theme lesson plans in the areas of communication and cognition, psychomotor skills and affective skills and record them on an abbreviated form such as the one provided.

SUGGESTED THEMES FOR SELECTED CURRICULUM UNITS

THEME: Title: Stage Setting

SUGGESTED VOCABULARY:

pretend	job	tools	oil	money	gas pump
bathtub	towel	washcloth	soap	camera	television

BEHAVIORAL OBJECTIVE: Refer to individual objectives for each child in class.

I. COMMUNICATION & COGNITION SKILLS

Materials:
1. Service station equipment constructed by children from construction activities.
2. Wheel toys (tricycles, wagons, trains, etc.).
3. Accessories - rags for washing windows, cans for oil, toy cash register, note pads and pencils for tickets, play money and dress-up clothes.

Activities: This activity is planned to be used in connection with a trip to a real service station to learn about kinds of activities the people who work in a service station perform. Use props made by children in a previous construction activity. After the stage is set, the teacher can lead children into role play activities by using discussion and questions to promote recall of activities they are familiar with. The children can play with the station for several days and bring other items from home to add to the accessori

II. PSYCHOMOTOR SKILLS

Materials:
1. Materials made in a construction activity: T.V., camera, lights, etc.

Activities: The children will participate in creatively setting up and performing a sports television program. The teacher can ask how many own a T.V., have they ever seen a sports program like football, baseball, etc. If possible, take a trip to a real T.V. station prior to this activity and try to recall what they saw. Guide the children about parts to be played: camera man, director, and the athletes, and what activities are to be performed.

III. AFFECTIVE SKILLS

Materials:
1. baby dolls
2. wash tubs
3. soap
4. towels and washcloths

Activities: Let children give baby dolls baths. Ask the child how he feels after taking a nice warm bath. Ask other questions to promote discussion of feelings, responsibilities of mommy to baby, etc.

Procedure: You may wish to write your own detailed procedures or refer to reference materials which you have or other available commercial materials.

Reference Materials:

THEME: Title: Plant and Plant Growth

SUGGESTED VOCABULARY:

plant	flower	shrub-bush	seed	tree	stem
leaf	root	bud	soil	tulip	carnation

BEHAVIORAL OBJECTIVE: Refer to individual objectives for each child in class.

I. COMMUNICATION AND COGNITION SKILLS

Materials: 1. Twenty or more plant pictures.

Activities: Introduction to plants. Look at many pictures of plants. Talk about color, shape, size. Then go outside to look for plants. Help the children to notice plants outdoors and to label them as trees, bushes, or flowers. Encourage them to feel the plants, smell them, and note size and color differences.

II. PSYCHOMOTOR SKILLS

Materials: None

Activities: After much discussion about plants and plant growth, play a pretend game in which everyone pretends to be a plant. Teacher may describe the stages of growth while the children sprout from seeds to full grown plants. Describe weather conditions: wind blowing, rain, etc.

III. AFFECTIVE SKILLS

Materials: None

Activities: Take a trip to a market or store which sells seeds. Prior to this trip, send a note home to have the children bring a penny or two to help buy seeds. Have each child pay the clerk with his own money. In this way each child will experience making a purchase in a store. On returning, help each child plant a seed or two, show him how to care for it (give it water, sunlight, air). Inform the children that they will have the responsibility of caring for their own planted seeds. Each day remind them of the needs of their plants. Provide water pot and time for short care. Do not force the child to care for his plant, but offer help if he asks for it.

Procedure: You may wish to write your own detailed procedures or refer to reference materials which you have or other available commercial materials.

Reference Materials:

THEME: Title: Sand and Water Play

SUGGESTED VOCABULARY:

sand	water	waves	pour	measure	design
building	container				

BEHAVIORAL OBJECTIVES: Refer to individual objectives for each child in class.

I. COMMUNICATION & COGNITION SKILLS

Materials:
1. Containers of water
2. Plastic aprons
3. Towels
4. Accessories - different sizes of containers (cans, bottles, cups, etc.)

Activities: By providing several different containers of distinctly different sizes (some big, some little), the children will have an opportunity to discriminate size. Regular food cans should be checked for rough edges that can cut or scratch. These can be smoothed with an emery board. The children will begin to learn about volume and amount in relation to size of the containers used as well as the fact that water changes form and shape according to the container it is placed in. Use a minimum of teacher direction and allow the children to explore and experiment. Help interpret their discoveries.

II. PSYCHOMOTOR SKILLS

Materials: 1. Option - single sand trays for each child or a large area for all.

Activities: Invite the children to play with sand trays or at sand table. Inform them that they can make pretty designs with their fingers. Demonstrate a pattern (make a circle). Encourage them to use any part of their hands for different shapes. Point out different qualities of the designs such as size of lines, shapes, direction, etc. For variety, suggest using a pencil, a stick, straws, etc.

III. AFFECTIVE SKILLS

Materials: 1. Large sand table or box

Activities: Plan a group building project in the sand pile to promote group cooperation as well as individual creativeness. Assign each child to a certain area of the sand box. Have a discussion of what will be made. Encourage joint projects by 2 or 3 children (e.g., one could build a home and the other a garage and yard).

Procedure: You may wish to write your own detailed procedures or refer to reference materials which you have or other available commercial materials.

Reference Materials:

THEME: Title: Construction

SUGGESTED VOCABULARY:

hammer	nail	build	saw	wood	paint
glue	wire	brush	sandpaper	screw	drill

BEHAVIORAL OBJECTIVE: Refer to individual objectives for each child in class.

I. COMMUNICATION & COGNITION SKILLS

Materials: 1. Buildings made by each child in a construction activity.

Activities: After a creative building session, have the children play "Show and Tell" with the items they made. Encourage description by naming it, telling its use, shape, color, size, reasons for building it, etc.

II. PSYCHOMOTOR SKILLS

Materials:
1. hammers
2. nails
3. materials to pound nails in - styrofoam planks, accoustical tiles (several taped together for thickness), wood.

Activities: Show children a hammer and ask questions about it (use past experiences). Explain where they can use the hammer. Demonstrate then help them grip and pound properly. Then let children pound nails in piece of soft material or wood before attempting to use nails to attach pieces together. In the beginning you will need to start the nail to avoid smashed fingers. When you feel they are ready, give them some nails and help them learn the technique of pounding nails.

III. AFFECTIVE SKILLS

Materials:
1. All shapes and sizes of boxes available
2. Scrap material
3. Paste, glue or paper tape
4. Paint
5. Odds and ends such as spools, string, wire, etc.

Activities: Make a list of the neighborhood stores, service stations, houses, etc. On a large sheet of butcher paper, draw lines representing streets around school. Have children pick out one of the listed places and build it out of materials provided. Encourage discussions of neighborhood. Pretend with children that each of you live or work at the place he built, talk about what neighbors do for each other.

Procedure: You may wish to write your own detailed procedures or refer to reference materials which you have or other available commercial materials.

Reference Materials:

SUGGESTED THEMES FOR SELECTED CURRICULUM UNITS

TITLE: ____________________

UNIT: ____________

SUGGESTED VOCABULARY:

	COMMUNICATION & COGNITION SKILLS	PSYCHOMOTOR SKILLS	AFFECTIVE SKILLS
BEHAVIORAL OBJECTIVE:	REFER TO INDIVIDUAL OBJECTIVES FOR EACH CHILD IN CLASS.		
MATERIALS:			
ACTIVITIES:			
PROCEDURES:	YOU MAY WISH TO WRITE YOUR OWN DETAILED PROCEDURES OR REFER TO REFERENCE MATERIALS WHICH YOU HAVE OR OTHER AVAILABLE COMMERCIAL MATERIALS.		
REFERENCE MATERIALS:	TITLE:		

SUGGESTED THEMES FOR CURRICULUM UNITS

UNIT	TITLE	VOCABULARY
1	Body Parts	Head, Eyes, Nose, Mouth, Hair, Ears, Lips, Teeth, Hand, Fingers, Foot, Toes
2	Body Parts	Arm, Leg, Neck, Elbow, Back, Chin, Wrist, Shoulders, Hip, Knees, Ankle, Cheek
3	People	Man, Woman, Boy, Girl, Baby
4	Family Members	Mother, Baby, Brother, Grandfather, Grandmother, Aunt, Daddy, Sister, Family, Uncle, Husband, Wife
5	Fall	Leaves, Tree, Acorn, Squirrel
6	Clothing	Hat, Dress, Shoe, Shirt, Gloves, Boots, Coat, Pants, Socks, Blouse, Mittens, Rubbers
7	Clothes	Shorts, Slip, Pajamas, Sweater, Umbrella, Underwear, Underpants, Rain Coat, Snow Suit
8	Halloween	Black Cat, Witch, Ghost, Mask, Costume
9	Pets	Cat, Dog, Bird, Goldfish, Gerbil, Kitten, Puppy, Canary, Turtle, Snake
10	Thanksgiving	Turkey, Pilgrim, Indian, Pumpkin, Teepee, Loghouse, Woods
11	Buildings	School, Church, Grocery Store, Hospital, Gas Station, Fire Department, Police Station

Suggested Themes for
Curriculum Units (Con't)

UNIT	TITLE	VOCABULARY
12	Musical Instruction and Instruments	Drum, Horn, Piano, Guitar, Tambourine, Bells, Triangle, Cymbal, Sticks, Wood Block
13	Toys	Ball, Doll, Buggy, Wagon, Hoop, Bat, Blocks, Bike, Jump Rope, Horse Shoes
14	Christmas	Tree, Santa, Sleigh, Wreath, Bell, Tinsel, Decoration, Reindeer, Stocking, Santa's Helper, Star, Angels
15	Winter	Snow, Sled, Clothing, Icicle, Boots, Ice, Snowman, Cold, Evergreens, Trees, Snow Suit, Mittens
16	Home - Living Room	Sofa, Chair, Lamp, Piano, Pillow, Radio, Table, Television, Rug, Bookcase, Beanbag, Stereo
17	Home - Kitchen	Stove, Cabinet, Dishwasher, Wastecan, Freezer, Coffee Pot, Refrigerator, Sink, Garbage Disposal, Blender, Mixer, Toaster
18	Home - Bedroom	Bed, Mattress, Springs, Dresser, Chest, Lamp, Table, Spread, Rug, Closet
19	Home - Bathroom	Toilet, Tub, Shower, Sink, Mirror, Cabinet, Towels, Soap, Washcloth, Shampoo, Toothbrush, Toothpaste
20	Mail	Mailman, Letter, Stamp, Mailbox, Mail Truck, Airmail, Post Office
21	Valentine	Heart, Color Red, Shape, Colors, Stories, Valentine Box, Candy, Cards

Suggested Themes for
Curriculum Units (Con't)

UNIT	TITLE	VOCABULARY
22	Fruits	Apple, Orange, Banana, Grapes, Pineapple, Lemon, Peach, Pear, Lime
23	Things We Ride	Car, Wagon, Truck, Bus, Bicycle, Train, Airplane, Fire Engine, Motorcycle, Helicopter, Space Ship, Ambulance
24	Circus	Clown, Elephant, Pets, Popcorn, Balloon, Tiger, Seals, Camel, Monkey, Apes, Lion, Horses
25	Nature Hike	Flower, Grass, Sand, Leaf, Rock, Pine Cone, Bird Nest, Seeds, Stems
26	Birds	Bird, Nest, Egg, Tree
27	Easter	Bunny, Eggs, Basket, Chicken, Ducks
28	Gardens and Garden Tools	Soil, Seeds, Water Hose, Hoe, Lawn Mower, Rake, Shovel, Sprinkler, Scare Crow
29	Farm Animals	Dog, Cow, Ducks, Pig, Turkey, Rooster, Cat, Horse, Chicken, Sheep, Bird, Frog
30	The Farm	Farmer, Tractor, Pig, Hen House, Corral, Combine, Barn, Cow, Chicken, Pig Pen, Horse, Mower
31	Vegetables	Corn, Carrot, Potato, Beans, Peas, Tomato, Broccoli, Brussel Sprouts, Lettuce, Onion
32	Things We Clean With	Broom, Mop, Rags, Sponge, Cleanser, Waxer, Vacuum, Dustpan, Window Cleaner, Furniture Polish, Scratcher, Polisher

Suggested Themes for
Curriculum Units (Con't)

UNIT	TITLE	VOCABULARY
33	Firemen	Fireman, Fire Truck, Hose, Ladder, Fire, Water, Chemicals, Sprayer, Ladder Truck, Ambulance
34	Things We Eat With	Spoon, Fork, Knife, Plate, Glass, Napkin, Placemat, Napkin Rings
35	Camping	Tent, Trailer, Motor Home, Cabin, Campfire, Sleeping Bag, Bug Spray, Lantern, Stove, Wood
36	Parade	American Flag, Band, Soldier, Majorette
37	The Barbershop	Barber, Scissors, Clippers, Cloth, Powder, Brush, Wash Basin, Dryer, Comb, Cape
38	Ball Games	Football, Baseball, Basketball, Tennis, Golf, Soccer
39	Doctor	Office, Scales, Stethoscope, Medicine, Injection, Nurse
40	Dentist	Office, Chair, Drill, Polisher, Toothbrush, Toothpaste, Nurse, Secretary
41	Telephone	Telephone, Dial, Operator
42	Things We Read	Book, Magazine, Newspaper, Signs, Letters, TV
43	Tools	Hammer, Saw, Pliers, Screwdriver, Scissors, Paint Brush
44	Traffic Safety	Stop Sign, Traffic Light, Stop, Red, Careful, Yellow, Go, Green, Yield
45	Money	Dollar, Penny, Nickel, Dime, Quarter, Tax

SUGGESTED MATERIALS FOR
A CURRICULUM UNIT ON SELF CONCEPT

I'M ME

by
Sara R. Walsh, Teacher
Georgia Center for the Multihandicapped
Atlanta, Georgia

The concept of self is very important in the acquisition of language. What a child thinks of himself and his abilities and what he believes other think of him and his abilities are of extreme importance to his learning, especially in the first years of school. All learning is integrated with feelings about self and one way of establishing this concept is through language.

Let's consider children who are deaf or have impaired hearing or impaired sight or possibly both. These children have no language or limited language. How do they establish or acquire this concept of self? They are given names also, but the deaf child does not hear his name. He may see (if he is able) certain repetitive mouth movements, but it is too difficult for him to attach meaning to lip movements at a young age; consequently, this child may be denied the opportunity of establishing a real self-concept. Sure, he is loved and responds to physical affection, but he does not experience the (beautiful) feeling of hearing and understanding Mommy say, "I love you, Charlie Brown," and knowing that Mommy means only him. And what about the effect this has on his acquisition of language? How can he think highly of himself and his abilities when he isn't even sure what he is. I, me, myself and mine have no mearning to someone without a self-concept.

The blind child is also lacking in this area, but in a different way. His problem is more of a spatial relations problem, i.e., "What am I in relation to those things and persons around me?" A blind child has difficulty forming concepts and his language is affected in this way. If a child is afflicted by both deafness and blindness, the problem is magnified.

Most of the children in the Georgia Center for the Multihandicapped were so-called Rubella children, whose handicaps ranged from impaired vision to blindness; impaired hearing to profound deafness; anomalies such as heart defects, psychomotor retardation, brain damage, and mental retardation, and autistic behavior characteristics.

In September, 1971, I was given five multihandicapped children to teach for a school year. I was convinced that my first duty was to attempt to establish self-identification for each child, or to improve it in those who already possessed it. In other words, I wanted to say, "Hey look, you're a person. Let me help you prove it. You're important! I love you because you're you!"

The curriculum I outlined for the year was primarily Language Development to be taught by the total communication method. Keeping in mind that the self-concept is most important in the acquisition of language, whether this language be the spoken word or manual signs, I decided to use every activity presented toward an enrichment or establishment of self-identification. Before school began I went over the histories and evaluations of each prospective student and listed his particular handicaps. All were deaf in varying degrees. It also happened that each child has some vision and knew a few colors; so there was what I had to work with in getting across my message - sight and knowledge of colors.

I divided my curriculum into eight categories and outlined activities to be used in each.

I. SEQUENCE FOR ESTABLISHING SELF-IDENTIFICATION

A. Pin a small colored circle on each child with a safety pin. Pin on the clothing at a spot where it can be seen constantly (boy's short sleeve cuff or girl's dress just below the waistline). A different color is assigned to each child and remains his color throughout the training period.

B. Place an exact duplicate of the small colored circle on the back of each child's chair. The child is required to find and sit in the chair having his color. Have the chairs lined up across the classroom every morning so the child can see his colored circle immediately upon entering the room. The child must sit only in his chair at all times.

C. Print the child's first name in his color on white cardboard. Paste a colored circle, matching the one he is wearing, on his name card, immediately following his name. These cards will be used under the category "Name Recognition" and should be cut to fit a chartboard.

D. Make a duplicate name card to be placed over his "cubby" (coat closet).

E. Trays to be used for holding individual work materials, folders to be used to hold the child's paperwork, and all personal objects used by the children should have colored circles taped to them.

F. Each child is required to color all paperwork with a crayon of his special color. If the child's color is red, he is required to do all his coloring with a red crayon.

II. ACTIVITIES TO PROMOTE IDENTIFICATION/SELF-CONCEPT - NAME RECOGNITION

A. Whose Color? (Group activity)
Hold up, one at a time, small circles that match the children's name card. If the child recognizes the color as his, give him the small circle and name card to be placed on the chartboard. Putting his name on the chartboard is a sure way of succeeding. There is instant reward. The children are highly praised by the teacher and the group claps hands for him. What better way is there to teach a child he is important than by giving him a turn to stand in front of the class and be applauded for his name and his work.

B. Whose Color? (Group activity)
Hold up crayons, one at a time, and ask, "Whose color?" If the child recognizes his color, he gets the crayon to color with. (It is important the child use the same color of crayons throughout the identification period.)

C. After the color cue is phased out this activity can become, "Whose Name?"

III. ACTIVITIES TO PROMOTE IDENTIFICATION/SELF-CONCEPT - FINE MOTOR SKILLS

A. Make tagboard books of objects colored, cut out, and pasted by the children. As all objects are colored in their particular color, the children are able to immediately recognize their book.

B. Introduce the printed word by writing the name under the objects (in black) pasted in the child's book. Require the child to orally label the object or give the manual sign for it.

C. Send the books home so the family members can help the children with labeling of the objects - also help them find and label the same objects at home. If the family does not know manual signs, the children are able to teach them from their books.

IV. ACTIVITIES TO PROMOTE IDENTIFICATION/SELF-CONCENT - GROSS MOTOR SKILLS

A. Go Stand on Your Circle.
Place large colored circles around the room of the floor. Tell each child to "go stand on your circle," "walk around your circle," "jump over your circle," "put your circle on your head," and so on.

B. Color Chain
A block in each child's color is attached to and spaced evenly along a rope. Each child holds his block while walking to the cafeteria. This is excellent for discipline and for following in line.

V. ACTIVITIES TO PROMOTE IDENTIFICATION/SELF-CONCEPT - VISUAL SKILLS

A. Use large circles mentioned under category IV. Hide them in the room. Begin by hiding the circles in an area close to the table at which the children are seated. Gradually move them farther and farther away.

Place the circles on flat surfaces, in vertical positions, under objects with only a small portion of the circle showing, in high positions and low positions.

Emphasize words such as under, in, over, next to, above and on top of.

B. Flashlight Game
Tape a set of large colored circles to a wall. Give the child a flashlight and have him shine it on his circle. Let the children follow, with the flashlight, a large white line leading to his circle. This activity emphasizes eye movements, tracking, and following.

VI. ACTIVITIES TO PROMOTE IDENTIFICATION/SELF-CONCEPTS - NUMBER CONCEPTS

A. Use small colored cubes that interlock. Place a cube on the tip of your finger and move it in a sweeping motion in front of the children's eyes. This demands the children's attention and requires visual tracking. When the child identifies the color as his, he is given the cube.

B. Build towers with the cubes won by the children. From this activity you can teach tall, short and long.

C. Use the cubes for number concept study by asking "How many blocks do you have?", "Give me ____ blocks," "Put ____ blocks together to build a tower."

D. Ask the children to put ____ number of blocks "on top of your large circle," "under your large circle," "beside your large circle."

VII. ACTIVITIES TO PROMOTE IDENTIFICATION/SELF-CONCEPT - READING READINESS

A. Write sentences on a chart or blackboard about each child (what he is wearing, what he brought to school, and so on). Write each child's sentences in his color. Ask the children to find their sentences and tell what it says.

B. Make Language Experience Charts and write each child's contribution to the activity in his color. Let each child read his sentence.

C. On a tagboard, write a sentence about each child in his color. Place the sentences around the room. Have the children find their sentences and tell what it says.

Whatever's written in the above three activities is demonstrated or acted out for the child before it is written down; therefore, he will not be allowed to fail when he "tells about his sentence."

VII. PHASING OUT COLOR CUE

A. Remove colored circle from name cards, but leave the name written in color cue. Leave the color cue on all other objects, so children may check themselves if unsure.

B. Write name cards in black. Remove the color cue completely.

C. Remove the color cue from child's chair and replace it with his name written in black.

D. Gradually remove the color cue from all objects belonging to child.

E. Give each child a box of crayons (yes, an entire box). Place his name on the box (written in black on white cardboard).

The following pages illustrate how the activities suggested in this article could be used to incorporate themes in lesson planning.

SUGGESTED THEMES FOR SELECTED CURRICULUM UNITS

Lesson 1.

Title: I'm Me
"Sequence for Development Self
Identification"

SUGGESTED VOCABULARY:

circle	color	color name	safety pin

BEHAVIORAL OBJECTIVE: Refer to individual objectives for each child in class.

MATERIALS: Two identical circles of selected color for each child.
One 3x5 index card for each child with a magic marker
selected color for each child.

SEQUENCE OF ACTIVITIES:

A. Pin a small colored circle on each child with a safety pin. Pin on the clothing at a spot where it can be seen constantly (boy' shirt sleeve cuff or girl's dress just below the waistline). A different color is assigned to each child and remains his color throughout the training period.

B. Place an exact duplicate of the small colored circle on the back of each child's chair. The child is required to find and sit in the chair having his color. Have the chairs lined up across the classroom every morning so the child can see his colored circle immediately upon entering the room. The child must sit only in his chair at all times.

C. Print the child's first name in his color on white cardboard. Paste a colored circle, matching the one he is wearing, on his name card, immediately following his name. These cards will be used under the category "Name Recognition" and should be cut to fit a chartboard.

D. Make a duplicate name card to be placed over his "cubby" (coat closet).

E. Trays to be used for holding individual work materials, folders to be used to hold the child's paperwork, and all personal objects used by the children should have colored circles taped to them.

F. Each child is required to color all paperwork with a crayon of his special color. If the child's color is red, he is required to do all his coloring with a red crayon.

Lesson 2.

Title: I'm Me
"Self-Concept - Name Recognition"

SUGGESTED VOCABULARY: Phrase: Whose Color?

BEHAVIORAL OBJECTIVE: Refer to individual objectives for each child in class.

MATERIALS: Small circle of colored paper for each child.
Crayon for each child of appropriate color.

ACTIVITIES: To Promote Identification

A. Whose Color? (Group Activity)
Hold up, one at a time, small circles that match the children's name card. If the child recognizes the color as his, give him the small circle and name card to be placed on the chartboard. Putting his name on the chartboard is a sure way of succeeding. There is instant reward. The children are highly praised by the teacher and the group claps hands for him. What better way is there to teach a child he is important than by giving him a turn to stand in front of the class and be applauded for his name and his work.

B. Hold up crayons one at a time and ask, "Whose color?" If the child recognizes his color, he gets the crayon to color with. (It is important the child use the same color of crayons throughout the identification period.)

C. After the color cue is phased out this activity can become "Whose name?"

Lesson 3.

Title: I'm Me
Self-Concept - Fine Motor

MATERIALS: Tagboard and colored pictures to make book for each child.

ACTIVITIES: To Promote Identification

A. Make tagboard books of objects colored, cut out, and pasted by the children. As all objects are colored in their particular color, the children are able to immediately recognize their book.

B. Introduce the printed word by writing the name under the objects (in black) pasted in the child's book. Require the child to orally label the object or give the manual sign for it.

C. Send the books home so the family members can help the children with lebeling of the objects - also help them find and label the same objects at home. If the family does not know manual signs, the children are able to teach them from their books.

Lesson 4.

Title: I'm Me
Self-Concept: Gross Motor

SUGGESTED VOCABULARY: Phrase: Go stand on your circle.
Walk around your circle.
Put your circle on your head.

MATERIALS: Large colored circles, 12 inches in diameter
One rope
One colored block of appropriate color for each child.

ACTIVITIES: To Promote Identification

A. Go Stand On Your Circle.
Place large colored circles around the room on the floor. Tell each child to "go stand on your circle," "walk around your circle," "jump over your circle," "put your circle on your head," so on.

B. Color Chain
A block in each child's color is attached to and spaced evenly along a rope. Each child holds his block while walking to the cafeteria. This is excellent for discipline and for following in line.

Lesson 5.

Title: I'm Me
Self-Concept: Visual Skills

MATERIALS: 12-inch circles of colored paper as in Lesson 4.
Small colored circles, 2-inches
One flashlight

ACTIVITIES: To Promote Identification

A. Use the large circles mentioned under category IV. Hide them in the room. Begin by hiding the circles in an area close to the table at which the children are seated. Gradually move them farther and farther away.

Place the circles on flat circles, in vertical positions, under objects with only a small portion of the circle showing, in high positions and low positions. Emphasize words such as under, in, over, next to, above and on top of.

B. Flashlight game

Tape a set of large colored circles to a wall. Give the child a flashlight and have him shine it on his circle. Let the children follow, with the flashlight, a large white line leading to his circle. This activity emphasizes eye movements, tracking and following.

Lesson 6.

Title: I'm Me
Self-Concept: Number Concepts

SUGGESTED VOCABULARY:

cube	color names	tall	short	long	under
Phrase: on top of and beside					

MATERIALS: Small colored cubes or beads that interlock

ACTIVITIES: To Promote Identification

A. Use small colored cubes that interlock. Place a cube on the tip of your finger and move it in a sweeping motion in front of the children's eyes. This demands the children's attention and requires visual tracking. When the child identifies the color as his, he is given the cube.

B. Build towers with the cubes won by the children. From this activity you can teach tall, short, and long.

C. Use the cubes for number concept study by asking, "How many blocks do you have?" "Give me _____ blocks," "Put_____ blocks together to build a tower."

D. Ask the children to put _____ number of blocks "on top of your large circle," "under your large circle," "beside your large circle."

Lesson 7.

Title: I'm Me
Self-Concept: Reading Readiness

MATERIALS: Materials for tagboard sentences
Colored chalk
Colored magic markers

ACTIVITIES: To Promote Identification

A. Write sentences on a chart or blackboard about each child (what he is wearing, what he brought to school, etc.). Write each child's sentences in his color. Ask the children to find their sentences and tell what it says.

B. Make Language Experience Charts and write each child's contribution to the activity in his color. Let each child read his sentence.

C. On a tagboard, write a sentence about each child in his color. Place the sentences around the room. Have the children find their sentence and tell what it says.

Whatever is written in the above three activities is demonstrated or acted out for the child before it is written down; therefore, he will not be allowed to fail when he "tells about his sentence."

Lesson 8. Title: I'm Me

MATERIALS: None

ACTIVITIES: To Phase Out Color Cues

A. Remove colored circle from name cards, but leave the name written in color cue. Leave the color cue on all other objects, so children may check themselves if unsure.

B. Write name cards in black. Remove the color cue completely.

C. Remove the color cue from child's chair and replace it with his name written in black.

D. Gradually remove the color cue from all objects belonging to the child.

E. Give each child a box of crayons (yes, an entire box). Place his name on the box (written on white in black).

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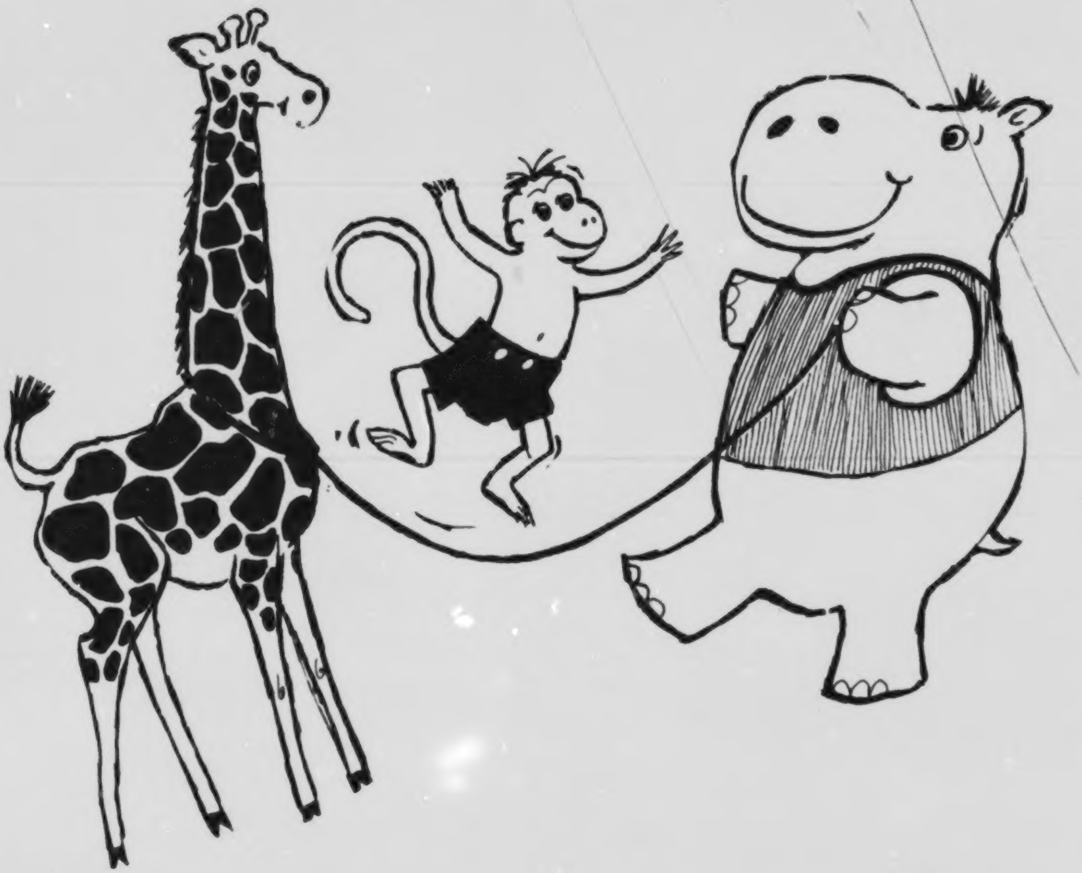
PLAY



PLAY

The field of Psychology has recognized for some time that self-actualizing adults must have a wealth of satisfying and enriching memories. Memories of happy play experiences with parents and an introduction to the world about us combine to promote happy adults.

Play is life for the child. It is not simply a way to pass time. Curiosity combined with exploration often provide the fascination for a child to desire something so that he can play with it.

Play must be combined with a caring adult who provides the verbalization. Adults can provide words and answer questions. Exploration and play are concepts which may be used synonymously.

Parents and teachers can enrich a child's exploration by:

1. creating a structured environment and atmosphere of well-being, and
2. providing challenging exploration possibilities.

A challenging play experience can have many values. These may include cognitive, growth, self-acceptance, cooperation and emotional maturity. Every child needs to play richly, joyously, and sometimes freely.

In order to facilitate parent-child interaction through play, the Southwest Illinois Regional Special Education Association has developed a toy lending library which is described on the next page.

PARENT/CHILD TOY LENDING LIBRARY

Toys! Toys! Toys! The Southwest Illinois Regional Special Education Association now has a toy lending library. It is designed for children ages 0-5 years and is located at the Poag Road Center, Rural Route #6, Poag Road, Edwardsville, Illinois 62025; Telephone: (618) 656-7077. Information may also be obtained through the Edwardsville Center, 2110-B Troy Road, Edwardsville, Illinois 62025; Telephone: (618) 656-7555; through the Cahokia Center, 1826 Jerome Lane, Cahokia, Illinois 62206; Telephone: (618) 332-6576; and through the REMIS Center, Southern Illinois University-Edwardsville, Special Education, Box 47-A, R.E.M.I.S., Edwardsville, Illinois 62025; Telephone: (618) 692-3896.

Objective of the Parent/Child Toy Lending Library is to encourage PARENTS to play with their children.

Play is a child's work. It is his business. He experiences feeling, hearing, smelling, tasting, and problem solving. It is important to make the growing years as meaningful for the handicapped child as for other children. You the parent are the child's most important teacher.

Toys are available to use for teaching in the following areas: stimulation, language development, social skills, perceptual training, movement education, mathematics and self-help.

But most of all, the toys are for FUN for you and the child.

You can check out a toy for your child from the Toy Lending Library. The procedure is the same as borrowing books. A toy may be kept for thirty (30) days. CLASSROOM TEACHERS are encouraged to check out toys for their students. Please demonstrate the use of the toy to the parent and then send the toy home for use in your home-based program.

The Toy Lending Library is also used as an adjunct to the Parent-Infant Program.

Southwest Illinois Regional Special Education Association encourages you to use their service. The SIRSEA staff will aid you in selection of toys for loan and give guidance in the best use of each toy. For additional information, call the Parent-Infant Educators at (618) 656-7555.

A Parent/Child Toy Lending Library catalog may be obtained upon request. The catalog gives a brief description of available toys.

Basic Guidelines for Using Toys with Handicapped Children:

1. Mental age rather than chronological age has to be considered in developing skills.

2. Action speaks louder than words; get to activities as soon as possible with as little explanation as necessary.

3. The teacher must really enjoy the game and be interested in the fun so that the communication of fun is "caught" - not "taught."

4. Rules should be simple and easy to understand. Situations can be handled as they occur and thus will be more meaningful.

5. Stop while it is still fun and the class will be anxious to play again. Be flexible and sensitive to the needs of the class.

6. Do not be afraid to learn from the children and to adjust techniques to suit the needs of the situation. Attention and interest will vary, even from day to day. Be ready to change and shift activity before control is lost.

7. All children must get involved in some way in the game. Like eating cake, it is no fun watching, there is only joy in participating.

Parents and teachers should consider the following criteria when selecting toys and games:

1. Attract the attention and sustain the interest of large number of children in the age range for which the toy is designed.

2. Elicit and support wide range of behavioral responses.

3. Be sufficiently simple so that the strategies used are immediately obvious to children and those who play with them.

4. Be safe.

5. Make use of materials for production processes that allow reasonable selling prices.

6. Continue to be of interest for use over long period of time in the life of the individual child.

Other important criteria to consider are:

1. Meet the requirements of those using them as to size, form, indoor-outdoor possibilities, and the need for both learning and sheer fun.
    a. Interest the children.
    b. Adapt to more than one purpose, more than one child, and more than one age limit.
    c. Withstand hard usage and weather.

    d. Comply with safety and sanitation standards.
    e. Encourage action that can be completed in a relatively short time for younger children, or challenge the ingenuity and perseverance of older ones.
    f. Include a variety of homemade playthings, using raw materials.
    g. Permit graduated use of growing minds and bodies, with using a single toy such as blocks or paints; or with a series of related toys such as "kiddie cars", tricycle or bicycle.

2. Help the child gain some competence for living in the world:

    a. Build variety of understanding with each child level.
    b. Further some of the skills of reading, writing, and figuring appropriate to the child's needs, interests, and abilities; contribute toward the child's readiness for the next stage of growth.
    c. Invite exploration of the arts and sciences.
    d. Development strength and skills together with hand-eye coordination.

3. Strengthen the relationship with other people:

    a. Offer opportunities to consult, converse, or correspond with others.
    b. Provide for both social and independent activities.

4. Arouse wonderment, imagination, or creative thinking:

    a. Promote constructive expression of feelings, thoughts, and ideas.
    b. Please the eye in line, color, proportion, and general appearance; the ear in sound; the hand in feeling.
    c. Suggest experimentation.
    d. Help children relive and clarify their experiences.
    e. Make possible opportunities for children to feel good about themselves when they do their own thinking.

Parents and teachers may want to frequently review the following directions:

1. Teach your children the proper use of toys. Be sure that instructions which accompany toys are easy to read and understand.

2. Supervise the play for young children. There is no substitution for interested parental supervision. Remember that any toy can be dangerous, especially if it is misused.

3. Check your children's toys periodically. They may develop potential hazards such as sharp points, jagged edges, or loose small parts.

4. Do not leave indoor-outdoor toys outdoors overnight. Moisture can damage them. Check outdoor toys and games for potential hazards.

5. Remember that rusting can weaken metal parts.

6. After use, toys should be put away on shelves or in toy boxes so they cannot be broken or cause someone to trip.

NOTE: The letter which follows may be used to inform parents of this service and to share the importance of play in all aspects of learning.

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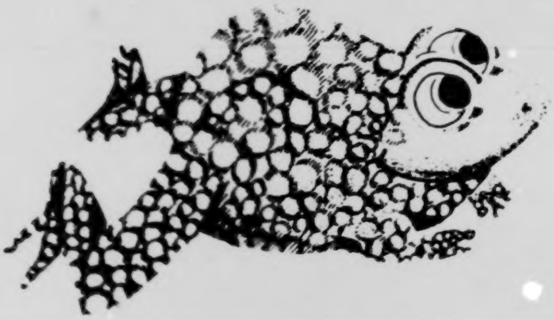

EDUCATING THE EXCEPTIONAL CHILD!

Dear Parent:

The Southwest Illinois Regional Special Education Association has developed this catalog to enable you to use the Parent/Child Toy Lending Library more effectively.

Recognition of the exceptional child is simply recognition of certain individual differences. Differences that prevent the child from full participation in and achievement of maximum benefits from general school programs, and differences that require the development of special provisions, methods, and equipment to effectively meet specific educational needs.

Exceptional children are those children who differ from normal children to the degree that their individual needs cannot be met in regular educational programs.

The exceptional child may deviate from the normal child in the areas of mental, physical, social or emotional development. The mentally retarded, the emotionally-socially maladjusted, the deaf and hard of hearing, the blind and partially sighted, the child with impaired speech, those with other physical handicaps including cerebral palsy and other orthopedic conditions, and those children with special health problems are all referred to as exceptional.

It must be understood that all of these conditions can occur in varying degrees and may occur in combinations causing a child to be multi-handicapped.

Due to the nature and degree of certain handicaps and/or learning disabilities, a number of problems go undetected until a child is enrolled in a formal school program. For other children, detection and diagnosis are possible during the preschool years. The importance of early intervention through special classes, programs or services for the child and family cannot be overstated.

Mastery of certain basic skills will help make mastery of more difficult "school" skills easier. The child who can move with dexterity, express himself verbally, and sense the aspects of the world around him will have a better chance to be self-confident and independent. Basic skills involve learning in the following areas:

Sensory Perception

A child discovers the world through all of the senses - by tasting, touching, seeing, hearing, and smelling. His first sensations enable him only to distinguish between stimuli which are greatly different, but he must learn to make finer distinctions. For example, a child learns to tell the difference between red and green before he can tell red from purple.

Impressions from all the senses aid learning. A child can learn to distinguish visually between shapes much easier if he first feels around the shape and gets the "touch" impression of it.

Visual skills enable a child to understand what he sees. When things look very much alike, strong visual skills will enable a child to tell minor differences. When a child is learning to read, he must be able to see the difference between "b" and "d", and "p" and "q".

Auditory skills enable a child to understand what he hears. They enable a child to hear differences in sounds. The words "bad" and "dad" sound similar but have quite different meanings!

Motor Skills

A child learns to control his own body smoothly. Generally, he learns to control his large muscles before he does the smaller ones.

Motor skills are related to school skills. In order for a child to jump, his brain must send a message to the feet and body telling them what to do. If it is difficult for the brain to send messages, it will be difficult to learn to hold a pencil and to print letters. Balancing, hopping, skipping, cutting and tracing all provide practice in sending messages from the brain to other parts of the body.

Visual-Motor Coordination

Reading, moving in a pattern, block building, writing, and cutting are all manual skills which are dependent on visual skills. Children learn to coordinate what they see with muscle movements.

Body Image

This is a skill which enables a child to know the parts of his/her body and have a "feeling" of direction inside of himself/herself.

Up and down, right and left are all dependent on our own body; as we move, the direction changes. Unless we feel directions inside of ourselves, we can easily get mixed up.

When a child has an inner "feeling" of direction, he/she is taking the first step to understanding spatial relationships. When a child understands "space", he/she will know that the word "was" is different from "saw" even though the letters are the same.

Time

This is a skill which enables a child to feel "time" in terms of before and after, yesterday, today and tommorrow, etc.

Time sense begins with a child's understanding of his daily schedule. He wakes up in the "morning", eats lunch at "midday", and goes to bed at "night". Later he will learn about years and months and waiting.

Memory

This is simply the ability to recall or remember. It is important to recall what is heard and what is seen. Following directions, remembering patterns and recognizing shapes all involve the use of this skill. Practice perfects it.

Language

Learning language is perhaps the most complex task a child must accomplish. By understanding what is heard a child learns to speak; by speaking and understanding the spoken language, one learns to read and write.

Think of how difficult it is just to learn the meanings of many words. What sense do you make of "Joiczi Kat Kivonok?" This is Hungarian for "Good Morning", but when you don't know the words, they are meaningless when you hear and read them. In order to learn to speak, children must learn the meanings of words and how to code words into sentences.

Your child will benefit the most if you use the toys in activities which are:

FUN ---- The activities are purposely packaged in a game-like format to make them enjoyable. Keep the atmosphere relaxed, unhurried and free of pressure. PATIENCE on your part may be your greatest contribution!

BRIEF -- Play each "game" for only a short period of time. If your child becomes unduly restless, move to another activity or stop altogether for a while.

THE DIRECTED PLAY CURRICULUM

DIRECTOR

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IVA DENE NANCE

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The purpose of "directed play" as developed in this curriculum is to provide teachers with ideas for planning and preparing stimulating play settings and activities. In addition to the physical setting, methods and techniques are demonstrated to aid the teacher in utilizing the opportunities that occur within the play activity to promote cognitive learning, physical skills, and positive social and emotional development.

Two terms seem best to define the forms of play evidenced in early childhood programs. One term, Spontaneous Play, is the self-initiated play the child participates in through freedom of choice of materials and activities. The other term, Directed Play, is defined as a form of play in which the teacher plans activities and provide the physical environment that directs the play through the use of specific equipment, materials and activities.

Too often the term Directed Play denotes teacher structure and rigidity that does not allow for freedom of choice, interest or the child's own initiative. On the other side, Spontaneous Play often refers to random searching, generally with little enjoyment or interest on the part of the children. Under these conditions neither form of play is adequate nor proper for a good program.

The activities in this unit are planned to utilize and blend both "Directed Play" and "Spontaneous Play" in a constructive enrichment experience for children. Play that is effective in obtaining the desired goals does not just happen. The teacher plans and prepares for play as carefully as other areas of the curriculum. The teacher prepares the physical environment and uses techniques for interaction and guidance that stimulate interest and provide motivation. It is important to allow for freedom of choice and child-initiated activities, and at the same time utilize these experiences and opportunities for maximum benefit. The alert teacher does not try to control the direction the play may take, but capitalizes on "incidental happenings" and "the teachable moment." When the teacher is actively involved in the process it is easy to cue-in to the interest and expand the learning situation

Early educational theorists such as Dewey, Froebel and Montessori, among many others, have utilized play as a basis for intellectual stimulation and theoretical foundations of learning. Also a great deal has been learned about play from cognitive learning theorists, social scientists and the psychoanalytic school. Erik Erickson (1963), Anna Freud (1963), and Susan Isaacs (1933) of the latter group are but a few who have utilized children's play as a method of identifying and studying personality development, as well as social and emotional behaviors.

Accumulation of knowledge from these various viewpoints clearly shows that young children achieve a great portion of their adult intelligence before the age of six. During these early years the child is more susceptible to his environment and has a higher degree of plasticity than in later years. J. McVicker Hunt (1961), in his book Intelligence and Experience, emphasizes the importance for planning optimal environmental settings that stimulate and challenge the child. Hunt cautions the need to achieve the proper "match" - that the activity should be at the level of challenge, but not so advanced as to be frustrating.

Piaget's studies define the important of learning through activity. The child comes to understand and learn through "discovery" and active involvement with the environment around him. The process not the product is the important factor in the activity. The preschool child is beginning to operate on a plan, even though we cannot always follow the ins and outs of the plan or recognize the product; knowing what is going on is important. For example, consider a child building a tower of blocks. The end product may have little meaning, and may even be demolished by the child as soon as it is completed. However, as the child is involved in the activity he is developing awareness of spatial relationships, motor coordination and control, numerical concepts, and many other valuable skills and knowledge.

Value of Play

Play can be the most complete of all educational processes. It provides a developmental base for the total child, intellectually, physically, socially and emotionally. Through play both affective and cognitive processes can be supported. The young child can be helped to develop desirable attitudes, motivation, skills and a sense of competence necessary for later success.

Cognitive Aspects of Play:

Play is the beginning of thinking, planning, organizing and applying those thoughts to active involvement. The young child is physical, he thinks actively while building a road of wooden blocks, when playing "mother," "father," or "baby" in a dramatice situation. Play is a problem-solving process - "How can I get the wheel back on this car?" or "Why does the sand castle fall down?" Play develops ingentuity and creativity - "How can I build a boat out of this box?" or "What can I use to make a train with?" This type of play provides opportunities for stretching the child's mind. By accepting and encouraging his way-out creations, you strengthen his ability to think, organize, solve problems, make decisions and evaluate, as well as promote the development of creativity and ingenuity.

Play is perhaps the unique opportunity, in a positive way, for children to have the chance to make believe. To take the world as they see it and reshape it in terms of ideas in their own minds. Through this form of play the child has opportunities to strengthen his emotional needs, to work through problems that are confusing and clarify their conceptions. Play is a powerful "equalizer." It gives the child a way of belancing out and coping with life. It serves as a device for insuring and maintaining the right level of feelings - safe enough, strong enough. Through play the child can develop positive social and emotional behaviors Play activities allow the child to be successful, to achieve and develop a positive self-concept.

Play is not all imagination, it draws strongly from real-life experiences. By providing a rich experiential background and a stimulating environment the teacher provides motivation & interest in the play activities. Young children learn through active participation and manipulation, by exploring their environment with all their senses. It is through this type of activity more complex processes are developed. Each step in the process of development makes the next step possible. The child gradually moves from concrete sensory-motor intelligence to representational intelligence and the ability to assimilate and understand relationships. The idea of moving from the simple to the complex, from the concrete experience to the abstract is not new. However, to clarify the rationale and intended use of this component of the curriculum, it is necessary to emphasize the need for the teacher to select activities and play according to the levels of development of the individual children and groups.

Through play the young child establishes the base upon which his mental structures are built. New experiences are assimilated as they build on the familiar. Through interaction with children and adults concepts are clarified and expanded. The emphasis of language interaction within the play activity fosters the acquisition of cognitive concepts in classification, symbolization, seriation, spatial and time relationships as well as developing language and the ability to interact verbally in communication with others.

Play experiences offer excellent opportunities to promote language development. Children are stimulated to use language because they have experiences to share, problems to solve, and questions to ask. The teacher stimulates the use of language through interaction techniques within the play activity. The teacher introduces new words and serves as a language model within the framework of a play setting to aid the children in developing and acquiring language and conceptual knowledge so vital for future success. As the child hears and uses words in meaningful and varied contexts, he develops the ability to use language to label, classify, categorize, explain and describe. He is motivated to use language as a tool for thought as well as self-expression. It is important to realize language is not taught as an isolated subject, but incorporated into the entire program. Through play activities the teacher can utilize the children's own experiences to promote the positive growth of language and listening skills.

Affective Aspects of Play:

The positive growth and development of the children in the area of social, emotional, and personality development cannot be over-emphasized. The relationship between cognitive processes and the affective domain are becoming more apparent. Current research and study in the area of child development and psychoanalytic theory have given greater insight into the definite need for programs that provide adequately for both cognitive and affective areas of development.

Much of the young child's attitudes and feelings about himself and the world in which he lives develop from interaction and relationships he has with other children and adults. In the current push for academic gains and cognitive development, the affective domain often takes a secondary role. The rationale of this area of curriculum is to emphasize the value and importance of both areas, and present positive methods for utilizing play to achieve these goals.

As teachers of young children, there are unlimited opportunities to influence and promote positive development of the total child. It is important to realize each child is an individual. Some children are fortunate by having an environment in which they have established positive feelings and behaviors. Others may be in need of greater help and understanding. The teacher must assess each child's individual needs and provide appropriate experiences to meet these needs. Through understanding and acceptance, the teacher can help the child develop a realistic confidence in his abilities, to develop a sense of trust and autonomy as well as promote initiative. Each of these factors are vitally important for future success, both academically and emotionally.

A very important goal of the play curriculum is to aid the child in developing a sense of autonomy - of self-reliance and adequacy. In order for this stage of development to be achieved, the child will need many opportunities to make choices, to exert self-determination and discover boundaries. If control is too rigid, if structure is too dictated, the children will not have the opportunity to develop independence.

In order to further clarify the role of the teacher in developing positive affective goals, it is necessary to establish techniques and methods of interaction and observation that provide a warm supportive atmosphere for the children and give the teacher perception and understanding of individual children.

The teacher as an active participant in the activity demonstrates and reassures the child his play is valid and meaningful. The teacher can clarify misconceptions and encourage the child in a positive manner. Often the child needs the protection of an imaginary role or character through which he can relate personally meaningful experiences and ideas.

Through insight gained during play the teacher can plan activities and offer guidance specifically for the individual child as well as the group. The need for flexibility in planning and conducting a constructive atmosphere is all important. An awareness of what is normal for children at different ages and levels of development must be taken into consideration.

Characteristics of Play

Play to the young child is not a frivolous activity, as the child plays he works hard to master new skills, to develop an awareness of self and the environment. Play can be considered basically a research activity for the child. The child is motivated by curiosity to discover the how and why of his world. The young child is not so much oriented to achievement as to exploration and experimentation. Often the child will be absorbed in a play activity and suddenly lose interest to move on to some other activity. To the child the process is what counts. The younger the child the more the play activity will utilize large-muscle activities and manipulation of objects. As the child grows and develops he begins to establish basic levels and stages of play. These levels are closely related to the child's intellectual maturity, physical abilities, development of language and communication skills as well as social and emotional growth and development.

Church and Stone (1968) discuss the levels and stages of play. They define the area of play as having two classical dimensions:

I. Content Play - what the child does during play. Within this area play can be dinfedd as the following types of content play: (1) social-affective play, (2) sense-pleasure play, (3) skill play, (4) dramatic play, (5) ritual, and (6) competitive play.

II. Social Characteristics of play has to do with the social involvement and character of play exhibited by the children, who the child plays with and the nature of the relationship. This classification gives us levels or categories such as: (1) Solitary Play where the child plays with objects or is involved in play alone. While the child is in this stage, the manipulative aspects and motor-physical actions are of

> primary importance. Even if two children are placed together they generally tend to ignore each other and do not interact on a social level.
>
> The next level of play often seen in young children of beginning nursery school age is (2) Parallel Play - here two of more children may play within a close proximity and even with the same type of play, but seldom communicate or interact verbally or socially. For example: two children may play side by side in the sandbox, each is engrossed in his own activity, aware of the other child but not involved in a social interaction.
>
> Eventually the child develops awareness of others, begins to communicate verbally and progresses to the level of (3) Associative Play - at this stage the children may carry on conversations and play in a more social manner, yet each is basically independent of the other. They have not yet incorporated the need for other children as active participants in their mode of play.
>
> Eventually the children begin to develop play that requires active participation of others. This level of play is traditionally called (4) Cooperative Play - when the child reaches this stage the social dimensions of play are exhibited. Roles are becoming important and the ability to share and communicate are necessary for cooperative play to progress successfully. Dramatic play becomes a major form of play. The reenactment of activities the children have been exposed to generally form the themes for play.

Solitary Play	Parallel Play	Associative Play	Cooperative Play
2½	3	4	5

> The ages are not stable and should not be used as a measure of rigid judgment. As the child develops, he often vacilates from one level to another. A child is often seen completely absorbed in a cooperative play situation when suddenly he leaves and begins playing with something that places him in a solitary type play. This is normal and natural; however, the reason for outlining the levels and stages of play is to aid the teacher in using play as an evaluative and assessment tool of the child's social and personality development.

Often children need help in moving from one level to another. A child of 4 to 5 years of age who continually prefers solitary play, such as working with puzzles is learning certain valuable things but has not developed social behaviors normal for this age. As teachers of young children a word of caution is necessary when using play as a diagnostic assessment tool. A valid judgment cannot be made from meager samplings of behaviors exhibited during play activities. To merely observe a child occasionally and draw conclusions from a few specific incidents would be erroneous. Many methods and techniques have been developed for studying the child during play. Some quite sophisticated techniques such as using observers to take data are not feasible for the average class. Therefore, the methods of recordkeeping and observation will need to be simple and easy to use.

Millie Almy (1959) in Ways of Studying Children outlines many techniques for teachers to use as methods of child study. Almy warns that any method of child study has value and limitations. However, the alert and interested teacher will gain much insight and valuable knowledge of the individual child through using various methods of child study.

The area of Play activities focuses on long-term goals that are predominately within the affective domain. Daily assessment of these goals is not feasible. The continuism graph shows the development of these social levels proceeds gradually over a period of years.

The directed play curriculum has been developed specifically as a guide to teachers for enhancing the physical environment and planning play activities that develop positive social and emotional growth. The value of child-initiated activities and spontaneous play should be emphasized. The methods and techniques demonstrated in the activity plans will aid teachers in utilizing the "spontaneous play" that evolves in a positive manner. In order to further clarify the term "directed play" as used in this curriculum, it is believed that any classroom does in fact direct and structure the avenues of play possible by the selection of physical equipment and materials available.

Management, Planning and Coordination of Play Activities

Possibly the most important ingredient in any aspect of the play curriculum is the teacher. The role is much more complex than merely providing the equipment and materials, watching and waiting. The teacher must be alert to individual needs and interests, to capitalize on the child's interest and self-initiated activities and stimulate interest when necessary.

Planning and participating inthe play may denote a high degree of teacher-structure. However, the activities are developed as guides. No two classes will utilize the same plan in exactly the same manner, nor will any two children react in exactly the same fashion. It is of utmost importance that the teacher realize the need for flexibility, the need to permit and encourage freedom of choice and responses. Even though it is impossible to determine the exact direction the activity will take, it is possible to capitalize on the responses and interests the children exhibit.

The plans should be selected according to the needs of your class. There is no sequential order for using the various plans or units. The teacher will judge the level of development and stage of readiness of the class and members within the class in determining which plans to use.

In order to allow for freedom of choice, the physical environment should consist of at least three major activity centers. For example, a housekeeping center, a woodworking center, and a water and sand play area. When the children lose interest in a specific activity center, you can easily transform the housekeeping center into a restaurant, bakery, or other type activity by changing a few of the basic props. In addition to the main activity centers, the physical environment should offer manipulative puzzles, games, blocks and other standard early childhood equipment.

The teacher can initiate interest in specific areas or activity centers by suggestions, and becoming physically involved in the play, not as an adult-director, but as an active participant. The children should be free to choose and select the activity they wish to participate in. It should be noted that not all children will want to, or should be involved in the same activity at the same time. This will need to be handled according to the individual class and ratio of adults to children. Often a child will select objects to play with outside of the specific major activity centers such as puzzles, or other pieces of equipment. This should be permitted and only when a child continuously exhibits reluctance to participate in cooperative social play should the teacher intervene and try to incorporate that child into more social types of play with others.

Transition - often play period can be confusing and hard to control when the teacher allows for transition from various activities. However, the child of this age often loses interest after a brief period of play and wants to move on to another activity. The freedom to more from one activity to another can generally be allowed with a minimum of difficulty. The teacher should be alert to specific problems, such as a child's random searching and lack of interest and involvement in any particular form of play. At this point the teacher may need to invite the child to join a specific activity or help the child select something of interest to become involved in such as a puzzle, building blocks, or other equipment available.

Tips for Setting the Stage

In setting the physical environment the teacher should plan for adequate storage and much of the equipment should be arranged for easy access to the children. Shelving units with containers such as large plastic pans are good for manipulative equipment such as stringing beads, plastic building blocks and other small objects. By allowing the children to get out and put away the objects they choose, they develop responsibility and independence, as well as leave the teacher free for interaction in the play rather than policing and clean-up duties.

Too many new items at one time often presents confusion rather than interest. It is suggested that the teacher limit the amount of equipment and materials available at any one time. It is usually good practice to begin with fewer items and gradually add more. When the children lose interest in specific things, they can be removed and stored for a time to be brought out later for renewed interest.

Guide for Observation and Assessment of Directed Play Activities

The area of the affective domain is often much more complex and difficult to assess and evaluate than the cognitive area. Since this area deals with observable behaviors along with feelings, attitudes, and emotions, a great deal of sensitivity and understanding on the part of the teacher is necessary. The teacher must be careful not to risk drawing hasty or erroneous conclusions. If a teacher is to successfully evaluate behaviors, it is necessary to be aware of personal biases and reactions. Two teachers observing the same situation often react with totally different impressions and conclusions. For these reasons the method of assessment prescribed for this area of the curriculum is a daily anecdotal record of relevant behaviors the child exhibits. The recordings need not be lengthy or detailed but should be representative of the child's typical behavior. The notations should be recorded as objectively as possible, teacher interpretation of the behavior should be separate from the actual observation of the behavior.

The following represent some important areas to observe and record:

1. Level of the child's play (solitary, parallel, associative, cooperative)
2. Play interests and curiosity
3. Length of time a child remains with an activity
4. Ability to initiate his own play
5. Evidence of ingenuity and creativity in his play
6. Ability to solve problems
7. Independence and autonomy
8. Ability to interact and communicate verbally with other children and adults
9. Manifestation of leadership abilities
10. Ability to share and respect the rights of others

Periodically, the teacher should review the anecdotal records on each child to determine progress and areas where he needs particular help.

One technique that has been found to be satisfactory is to develop a card (3x5) file system alphabetically arranged according to the names of the children.

SUGGESTED LESSON FOR DIRECTED PLAY ON THE PLAYGROUND

Motor Skill: Jumping

Behavioral Objective: Each child will jump down from platform and over imaginary objects when directed by teacher.

Materials: Jungle Gym or any climbing structure

Procedure: Seat the children on the playground near the Jungle Gym.

1. Today we are going to talk about the moon and take a walk on the moon to look for moonrocks and moondust. But there are many holes called craters and big rocks we will have to jump over or go around. So we will want to stay together in a group. I will show you where the craters are and tell you when to jump.
2. Lead the children over the open space in your play area and you will want to stop several times to jump over the many craters and explore the many facets of the moon.

3. You manage to use every piece of play equipment you have in your play area. If you have a sand area, cross over the play area and collect some moondust. Then lead the children back to the jungle gym for the return to Earth.

4. The trip to the moon and the jumping experiences are limited only by the imagination and the ingenuity of the teacher.

SUGGESTED LESSON FOR DIRECTED PLAY ON THE PLAYGROUND

Motor Skill: Tricycle Riding

Behavioral Objective: Each child will start and stop his tricycle on the appropriate signal given by the teacher.

Materials: Tricycle for each child and a loud whistle

Procedure:

1. Seat the children near the area of tricycle storage. Today we are going to play a game of stop and go with the tricycles. Each of you will ride a tricycle along the road I made on the playground and I will be the policeman.

   When I blow my whistle once, like this, you may go. (Demonstrate)
   When I blow my whistle twice, like this, you must stop.(Demonstrate)

   Do you all understand the rules? When I blow my whistle twice (demonstrate) what will you do? Right, you will stop your tricycle.

2. Start all the children along the roads you have drawn on the surface of the playground area. Let each child ride a few feet so that there is some distance between.

3. When all the children have ridden for a short distance, you will give your first command. Let the children experience the starting and stopping several times.

4. Give each child an opportunity to be the policeman. You may need to coach some children. Praise every child's efforts both as a driver and as a policeman.

MUSIC AND MOVEMENT

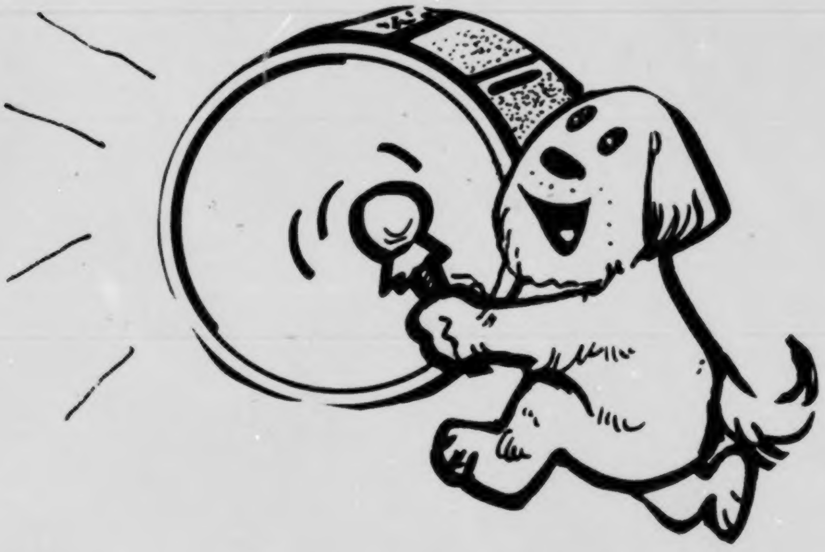
MUSIC AND MOVEMENT

Music can be an integral and exciting part of any curriculum. Through music activities children can learn many new skills and behaviors. Not only can a child learn to love, understand, and appreciate music, but also he will most often learn many academic and social skills at the same time.

The first part of this section is from the Introduction to the Music and Movement Curriculum, which was developed under the direction of Dr. Merle B. Karnes at the University of Illinois. It expresses a philosophy for using music in a preschool curriculum and explains how it can be used to reach various objectives. It also provides suggestions regarding management of the music period, attention-getting devices, and material selection.

The set of fingerplays at the end of this section is provided for use by both teachers and parents. The teacher may wish to copy some of these for parents and demonstrate them on home visits or at group meetings.

A selected music bibliography for teachers, parents and children can be found in the Bibliography section of the curriculum.



MUSIC AND MOVEMENT CURRICULUM

PART I: MUSIC

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INTRODUCTION

The preschool asthetic programs should contribute to the child's overall cognitive and affective development. In music, these areas are developed through exploration of musical concepts and participation in musical experiences, resulting in an appreciation of music. The movement aspect of the program seeks to further enhance the cognitive and affective development, using a more creative approach through spontaneous participation. The body is the agent or instrument of movement. The child, therefore, should be made aware of one part of the body in relation to other parts and to the whole. The term "body awareness" is associated with these experiences.

The careful planning and coordination, the preschool teacher can help each child reach several important objectives:

1. Language Development. The music and movement activities should provide usable sentence models, opportunities for acquiring new vocabulary, and particularly, opportunities for transferring and reinforcing language mastered in other curricula. Question and answer songs and those with repetitive formats are particularly useful in general language development.

2. Listening Skills. The music and movement program should offer many opportunities for listening to learn, listening for pleasure, and listening to follow specific relatively detailed instructions.

3. Body Image and Self Awareness. Through movement exercises, musical games, action songs and fingerplays the child gains an awareness and, hopefully, a positive concept of his body.

4. Social Development. The music period provides a time for the small groups to assemble and share in common repertoire of activities. The children learn to wait their turn in a larger group, to work as partners, to share instruments, to relate to a larger group and to work under the direction of different teachers.

5. Reinforcement of Other Content Areas. The music and movement program offers a unique opportunity for relevant transfer of materials mastered during the small group period.

A relaxed, confortable atmosphere is necessary to the accomplishment of the teacher's goals for the music program. The following suggestions are offered to help the teacher establish such an atmosphere:

1. At the beginning of the school year, the teacher may wish to schedule a "circle time" as an opening activity. Greeting songs are useful to establish the identity of the children and to allow them to become acquainted with each other. Later, as the small group learning periods become longer, the regular music period may be expanded and "circle time" discontinued.

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2. Provide an appropriate sitting model for the children to use during music. Finding their own space and sitting "Indian style" might help the children avoid tripping and stepping on fingers. If the teacher helps to seat her small group in the music circle during the first few weeks, the children will soon learn an acceptable manner of assembling.

3. Use a hand puppet at music time to capture the children's attention. Children who will not respond to a teacher's questions may talk to a puppet. The puppet may lead them in songs, choose helpers, ask questions, and present materials. Give the puppet a name so he can help in the initial teaching of name patterns with the children. He should be kept in a special place associated with music time. (An oatmeal box covered with colored paper is an appropriate home.) Later other small objects of miscellaneous interest may be put in this box for presentation at the beginning of music time: a pine cone, a feather found in the school yard, etc.

In addition to establishing the proper atmosphere for a successful music period, the preschool teacher must give careful consideration to the materials she selects to present to her children. The following suggestions are offered as guidelines:

1. Songs and fingerplays should provide correct, simple, and repetitive language patterns. Question and answer songs are helpful to children with poor language development.

2. Content of songs should be familiar to the children, related to the content of other curricula, or made meaningful at the time the song is taught.

3. Songs should have simple repeated melody sections.

4. A vocal range from middle C to A is most suitable.

5. The tempo of fast songs should be slowed down until the children have mastered the song.

6. Longer songs should be divided into short sections when being taught.

7. Children may be confused if too many new songs and fingerplays are introduced rapidly. They enjoy singing the same song over and over again, and teachers should not hurry to establish a larger repertoire. Frequently allow the children to choose old favorites to sing

8. Familiar songs may be adapted to specific content being taught during the small group learning periods. As the weeks progress, the children can provide some of these adaptations. Use pictures or miniatures to cue in verses. For example:

    a. "Do you know the fireman?"
    "Yes, I know the fireman."

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b. "Do you know what color this is?"

c. "Do you know how flowers grow?"
"Flowers grow if you water them."
"Flowers grow from seeds you plant."
"Flowers grow if the sun will shine."

Curriculums can be divided into three types of activities -- opening, major, and transitional. All opening activities should be songs, fingerplays, or activities familiar to the children including greeting songs. Major activities reinforce or extend concept basis to the language program and teach concepts that underlie music appreciation and knowledge. Transitional activities are familiar songs, fingerplays, or other quiet activities which prepare the children to return to more structured activities. It is recommended that the teacher select one of each activity (I, II, III) for her daily music program. She may want to set aside two days of the week to devote to movement activities. An alternate plan would be to use segments of the movement curriculum everyday creating a fourth activity in addition to the three already mentioned above.

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FINGER PLAYS

Here's a ball for baby
Big and soft and round.
Here's the baby's hammer
Oh, how he can pound.
Here's the baby's trumpet
Toot, toot, toot.
Here's the baby's soldiers
Standing in a row.
Here's the baby's music
Clap, clap, clapping so.
Here's the big umbrella
Keeps the baby dry.
Here's the baby's cradle
Rock-a-baby-by.

Make a ball with both hands. Make a hammer of right fist and pound on left palm. Put fingers to lips shaped like a horn. Move left hand to tune. Put fingers up for solderis. Clap hands for music. Make the top of the umbrella with hand and stick with right. Place both hands over head. Make cradle with both arms and hands rocking sideways.

Mr. Turkey took a walk one day
In a very fine way.
Along came Mr. Duck
And they walked together.
Gobble, gobble, gobble,
Quack, quack, quack.
Goodbye.
Goodbye.
And they both walked back.

Point index finger of right hand up and walk with arm extended for Mr. Turkey. Point index finger of left hand and walk with arms extended for Mr. Duck. Meet in front and talk by moving fingers against thumbs. Walk back.

Brave little soldiers
March for me.
Swift little soldiers
Run for me.
Stout little soldiers
Jump for me.

Let fingers be the soldiers. Move them as words indicate.

JACK BE NIMBLE

Jack be nimble, Jack be quick,
Jack jump over the candle-stick.

Let the forefinger on one hand be Jack. Let the forefinger on the other hand be the candle. As the children repeat the rhyme together, each one makes Jack jump back and forth over the candlestick to the rhythm of the jingle.

MR. BUNNY

This is the bunny,
Who hops so funny.
This is his hole
In the ground.
At each noise he hears
He pricks up his ears
And leaps in the hole
with a bound.

Point first two fingers on right hand erect and walk with arm. Make the hole with the left hand and put the bunny in it.

JACK FROST

Teacher: I saw Jack Frost today.
Children: What did he do?
Teacher: He bit my nose.
Children: Ooo, ooo, ooo.

With last line all of the children rub their noses. Statements and questions are repeated with a variety of answers, such as:

He bit my fingers.
He bit my ears.
He bit my toes.

WAY UP HIGH

Way up high in an apple tree,
(hands over head)
Two little apples smiled at me.
(Hands form apples - still raised)
I shook the tree as hard as I could,
(Shaking motion with hands)
And down came the apples.
(Drop hands)
Hmm-m-m! Were they good!
(Rub tummy)

ONE LITTLE APPLE

One little apple round and red,
(Form apple with thumb and forefinger
of one hand and raise high over head)
Fell kerplunk on Mary's head.
(Let the hand come down on head)
One little apple round and red,
(Repeat first gesture)
Fell on Mary's head.
(Repeat second gesture)
Oh-h-h!
(Children rub their heads and make
faces as if in pain)

MOTHER HEN AND CHICKENS

Said the first little chicken with a queer little squirm,
"I wish I could find a nice fat worm."
Said the second little chicken with an odd little shrug,
"I wish I could find a nice fat bug."
Said the third little chicken with a sigh of relief,
"I wish I could find a nice green leaf."
Said the fourth little chicken with a faint little moan,
"I wish I could find a nice gravel stone."
Said the fifth little chicken with a queer little squeal,
"I wish I could find some nice yellow meal."
"Now look here," said the mother hen from the green garden patch,
"if you want any breakfast, come here and scratch."

The fingers on the left hand may be the five little chickens. Indicate each one by pointing to it with the forefinger of the right hand as the verse is repeated.

BABY'S HOUSE

1) Knock at the door of a little white house,
2) I wonder who lives inside.
3) Peep in here at the windows bright,
4) Now don't you try to hide!
5) Lift the latch with a cautious hand
6) Or somebody'll turn a key,
7) Then walk in through the door ajar,
8) But don't you stay at tea.
9) For the little white dogs that live inside
10) Might gobble you up, you see.

Indicate the parts of the face as the rhyme is repeated with the forefinger of the right hand. (1) Forehead (3) Eyes (5) Nose (7) Mouth (9) Teeth

Two little houses all closed up tight,
Open up the windows and let in the light.
Ten little finger people tall and straight,
Ready for nursery school at half past eight.

Close fists with thumbs closed in. Stretch the fingers and thumbs. Turn palms to front, fingers erect. Walk with arms extended.

Here's a cup
And here's a cup,
And here's a pot of tea.
Pour a cup
And pour a cup,
And here's a drink for me.

Shape cup with right hand and then left. Hold handle of teapot with right hand and pour into cup. Drink tea.

This is the way the baby does
Clap, clap, clap.
This is the way the baby does
Peek-a-boo, I see you.
This is the way the baby does
Creep, creep, creep.
This is the way the baby does
Sleep, sleep, sleep.

Clap hands with words. Spread fingers over eyes for peeking. Move fingers as if creeping. Lay head on hands to sleep.

When I run, and jump and play,
I get thirsty everyday.
So I run to the kitchen sink,
Turn on the water and get a drink.
One glass, two glasses, three glasses, four
And when I get thirsty, I'll drink some more.

Turn hand as if turning faucet. Drink from right hand shaped for glass.

Ten little kittens standing in a row,
They bow their heads to the children, so.
They run to the left and they run to the right,
They stand up and stretch with all their might.
Along comes a dog who wants some fun.
Meow! Meow!
Just see those kittens run!

Let the ten fingers be the kittens. Put hands to the back when kittens run.

BIG PIG HENRY AND LITTLE PIG JOE

Big pig Henry and little pig Joe,
Climbed up the pig pen gate
As fast as they could go.
They're waiting for their breakfast,
They watch for farmer Joe,
He brings them milk and oatmeal
That helps to make them grow.

They see the farmer coming,
The piggies quickly climb down.
The farmer opens wide the gate,
His pail set on the ground.
He pours the food into the trough,
Each piggy wants it all.
They put both feet into the trough,
Then in the piggies fall.

Make a fence with both hands. Let the thumbs be the piggies and crawl to the fence and wiggle out over the top. The pigs crawl down. Open hands to show gate opening. Shape pail with both hands. Put thumbs in pail for pigs eating. Let both hands fall.

MRS. KITTY

Mrs. Kitty, slick and fat,
With her kitten four,
Went to sleep upon the mat,
By the kitchen door.
Mrs. Kitty heard a noise,
Up she jumped in glee.
"Kittens, maybe that's a mouse,
Let us go and see!"
Creeping, creeping, creeping on,
Silently they stole.
But the little mouse had gone
Back into his hole.

Let the thumb be Mrs. Kitty and the four fingers be the kittens; fold them into palm, as the mat. Stick up the thumb. Move fingers and thumb as in creeping toward left hand. Let left thumb be the mouse and cover with fingers of left hand.

Here's the church,
Here's the steeple,
Open the doors
And see the people.

Interlace the fingers of both hands, with fingers down; shape steeple with forefingers. Turn fingers up for the people.

Here are mother's knives and forks.
Here is mother's table.
Here is grandmother's rocking chair.
Here is sister's looking glass, and
Here is baby's cradle.

Interlace the fingers of both hands with fingers up. Turn hands over, with fingers down. Point forefingers up and rock hands back and forth. Point forefingers and little fingers up and rock sideways.

A little ball,
A larger ball,
A great big ball I see.
Now let us count the balls we've made,
One, two, three.

Shape ball with thumb and index finger. Shape ball two with both thumbs and index fingers. Shape ball three with arms and hands. Count with fingers on last row or line.

TWO LITTLE BLACK BIRDS

Two little black birds sitting on a hill.
(Let the two hands closed with thumbs sticking
up to be Jack and Jill)
One named Jack and one named Jill.
(Show which is which by moving the hands up
alternately)
Fly away Jack.
(Sweep the right hand out from the front and
hide behind the back)
Fly away Jill.
(Sweep the left hand out from the front and
hide behind the back)
Come back Jack.
(Bring the right hand back in front)
Come back Jill.
(Bring the left hand back in front)
Two little black birds sitting on a hill.
(Hold hands up)
One named Jack and one named Jill.
(Move hands up alternately)

THE FAMILY

Here is the father,
Here is the mother,
Here is the brother tall,
Here is the sister, and
Here is the baby, best of all.

Hold up the fingers of the left hand and point to them with the forefinger of the right hand in consecutive order beginning with the thumb.

There's a funny little man,
  In a funny little house.
And right across the way,
  There's another little man
In another little house.
  They play hide and seek all day.
The funny little man through his
  window peeps.
Sees no one looking, then softly creeps.
  Out of his door he comes so slow,
Looks up and down and high and low.
  They back into the house he goes.
Then the other little man through his
  window peeps.
Sees no one looking, then softly creeps.
  Out of his door he comes so slow,
Looks up and down and high and low.
  Then back into his house he goes.
Sometimes these little men forget to peep,
  And out they softly creep,
Look up and down and high and low.
  See each other and laugh, He! Ho!
Then back into their houses go.

Use thumb for the man. Stick thumb out of right hand and left fist alternately. Walk with thumb up then suit action to up and down, high and low words. Repeat with the left thumb and fist. Let them both come out at the same time.

THIS LITTLE BOY

This little boy is going to bed.
(The forefinger of one hand is the little boy)
Down on the pillow he puts his head.
(The other hand upen with palm up is the bed)
Wraps himself in covers tight.
(The thumb forms the pillow. The forefinger is
 placed on the thumb)
And this it the way he sleeps all night.
(The fingers of the open hand are closed over
 the forefinger)
Morning comes, he opens his eyes.
(The closed fingers are opened)
Back with a toss the cover flies.
Up he jumps!
(lift the forefinger up)
He's off and away.
(Take away forefinger)
Ready for work and play all day.

THE BEEHIVE

Here is the beehive.
Where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping out of the hive,
One, two, three, four, five.

Let the right hand with thumb closed inside be the beehive. Let the fingers be the bees. Lift each finger as it is counted, beginning with the thumb.

THE ANT HILL

Once I saw an ant hill,
With no ants about.
So I said, "Little ants,
Won't you please come out?"
Then as if they heard me call,
One, two, three, four, five came out
And that was all.

The right hand with the thumb closed inside is the ant hill. The fingers will be the ants. Lift each finger as it is counted, beginning with the thumb.

Can you make a rabbit
With two ears so very long?
And let him hop, hop, hop about
On lets so small and strong?
He nibbles, nibbles carrots
For his dinner every day.
As soon as he has had enough,
He scampers far away.

Make a rabbit with first two fingers erect on right hand. Walk with arm. Nibble with thumb and forefingers. Place arm in back when scampers away.

Here is an engine
That runs on this track.
It whistles - "toot toot"
And then it runs back.

Use left arm for track and let the right hand be the engine. Run up and down arm.

Pussy's eyes are big and green
Meow! Pussy cat.

Lap you milk up nice and clean
Meow! Pussy cat.

Pussy cat has sharp, sharp claws,
Curled up in her paws.
Stroke her fur and she will purr
Meow! Pussy cat.

Make cat's eyes with thumb and index finger. Shape dish with left palm. Lap milk with index finger of right hand. Stroke right hand with left.

My hands upon my head I place,
On my shoulders,
On my face,
On my knees, and at my side,
Then behind me they will hide.
Then I raise them up so high,
Swiftly let my fingers fly.
Quickly count 1, 2, 3,
And see how quiet they can be.

Suit action to the words.

Five little jack-o-lanterns sitting on a gate.
This one said, "My, it's getting late!"
This one said, "I hear a noise."
This one said, "It's only some boys."
This one said, "Come on, let's run."
This one said, "It's Halloween fun."
Puff went the wind; out went the light.
Away ran the Jack-O-Lanterns on Halloween night.

Point fingers on one hand erect and point to each finger as the lanterns each talk.

Wave the flag,
Beat the drum.
Down the street
The band will come.

Suit the actions to the words, using a few children at a time.

Rub, rub, rub
The clothes are in the tub.
Wring them dry,
Hang them high.
Rub, rub, rub.

Suit action to the words.

Blue-eyed babies
Brown eyes too.
Pat-a-cake and
Peek-a-boo.

Point to children for first two lines. Suit action to words.

Peek-a-boo
I see you
Peek-a-boo
I see you
Hiding behind your hands.

Place fingers over face and eyes and repeat verse. May be changed by placing two chairs back to back and letting two children peek around them as group sings.

Brown shoes
shoes
Polished just last night shoes.
Old shoes
New shoes
Little goody two shoes.

Point to a child as each line is repeated. The teacher has the old shoes.

Here are my ears and here is my nose;
Here are my fingers, and here are my toes;
Here are my eyes, both open wide;
Here is my mouth with my teeth inside;
And my busy tongue that helps me speak;
Here is my chin, and here are my cheeks;
Here are my hands that help me play;
And my feet that run about all day.

Touch each part of the person as names are mentioned.

A little kitten is hiding
Under a chair.
And Donald can't find her
He's look everywhere.
Under the table
and under the bed.
He looked in this corner and
Then Donald said,
"Come kitty, come kitty,
This milk is for you."
And out jumped the kitty
Calling "mew, mew, mew."

Make a chair and table and bed with hands; bring hand from behind for kitty.

Ten white pigeons standing in line
On the roof of the barn in the warm sunshine.
(Both hands are held over the head with the
wrists limp)
Ten snowy white pigeons flew down to the ground
(Move the hands in a fluttering manner to the floor)
And at of the crumbs all scattered around.
(Move the hands over the floor as if pecking)
Ten snowy white pigeons flew back to the barn
And sat on the roof in the warm sunshine.
(Both hands are raised over the head again)
And they said, "Coo, coo. Thank you, thank you,
thank you."

GRANDMOTHER'S SPECTABLES (GLASSES)

Here are grandmother's spectacles,
(Make circles around the eyes with the
thumbs and fore fingers.)
Here is grandmother's cap.
(Make the hands come together in a peak
on top of the head.)
And this is the way she folds her hands,
(Fold the hands.)
And lays them in her lap.
(Lay the hands in the lap.)

LITTLE MISS MUFFET

Little Miss Muffet
Sat on a tuffet,
Eating of curds and whey.
Along came a spider
Who sat down beside her,
And frightened Miss Muffet away.

Let one hand closed with the thumb sticking up be Little Miss Muffet on her tuffet. The other hand with fingers spread out may be the spider. The spider is held behind the back. The children repeat the rhyme together. Each brings his spider toward Little Miss Muffet with "Along came a spider" and hides Miss Muffet quickly behind his back with the line, "And frightened Miss Muffet away."

Five little mice on a pantry floor,
Seeking for bread crumbs
Or something more.
Five little mice on a shelf up high,
Feasting so daintily on the pie.
But the big round eyes
Of the wise old cat
See what the five little mice are at.
Quickly she jumps but the mice run away,
And hide in their snug little hole all day.

Use the right hand for the five little mice scratching on the floor. Make shelf of left hand and put mice on it. Make circles with thumb and forefinger for cat' eyes. Jump with hands. Put arms to the back when mice run away.

HICKORY, DICKORY DOCK

Hickory, dickory, dock!
The mouse ran up the clock.
The clock struck one, and down he ran,
Hickory, dickory, dock!

Let the left arm raised over the head be the tall Grandfather Clock. Let the righ hand be the mouse. The mouse runs up the clock as the jingle is repeated. Both hands are clapped together once over the head with "The clock struck one." Then t mouse runs down the clock.

JACK AND JILL

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Let the two hands with thumbs sticking up be Jack and Jill. Move them up higher alternately as the first line is repeated. With "Jack fell down" let the right hand fall to the lap and with "Jill came tumbling after" let the left hand fall to the lap in small circular movements.

Here's a big tall hill
All covered with snow.
We'll get on our sled and
Zoom, down we'll go.
We'll laugh and shout
And never stop.
But climb right back
To the very top.

Use left arm for hill. Motion down the arm for sliding. Walk back up arm.

SANTA CLAUS

O, clap, clap the hands
And sing out with glee!
For Christmas is coming
And merry are we!
Now swift o'er the snow
The tiny reindeer
Are trotting and bringing
Good Santa Claus near.
(Hook thumbs together. Let the fingers be the reindeer.)
Our stockings we'll hand
(Put four fingers down to show stockings in a row.)
And while we're asleep,
Down through the chimney
Will Santa Claus creep.
(Stack fists for chimney.)
He'll empty his pack.
Then up he will come. (Put thumb up and bring arm up)
And calling his reindeer,
Will haste away home.
Then clap, clap the hands,
And sing out with glee!
For Christmas is coming
And merry are we.

Hey Diddle Diddle
The cat and the fiddle.
The cow jumped over the moon.
The little dog laughed
To see such sport
And the dish ran away with the spoon.

Play fiddle. Move arm in circle for cow jumping. Clap hands for dog laughing. Move both arms to the right to show running of spoon and dish.

There once was a little grey rabbit,
Who had a very bad habit.
When clover was low
The bad little rabbit would grab it.
Mother said, "Now listen here, Sonny,
Your manners are bad.
In fact they are sad.
If I spank you it won't be so funny."

Grab for the clover. Point index finger for mother talking.

This is the lighthouse so straight and tall,
And this is the lighthouse door.
This is the lighthouse keeper,
His wife and children four.
And this is the way the wild waves rock
And this is the way the light turns round and round
All through the dark, dark night.

Place palms together in an erect position for lighthouse. Open thumbs for the door. Put up the left thumb for the keeper, right thumb for his wife and fingers for children four. Move both arms for waves. Circle hands around and around for the light turning around.

TEN LITTLE SOLDIERS

Ten little soldiers standing in a row.
They all bow down to the captain so.
They march to the left,
They march to the right,
They all stand up,
Ready to fight.
When along comes a man
With a great big gun.
Bang!
Just see those soldiers run.

Use fingers for the soldiers and march. Show gun, then slap hands for bang. Put both hands behind you when the soldiers run.

In my little garden bed
Raked so softly over
First the tiny seed I sow
And with soft earth cover.
Shining down the big round sun
Smiles upon it often
Little raindrops pattering down
Help the seeds to soften.
Then the little plant awakes
Down the roots go creeping.
Up it lifts its little head
Through the brown earth peeping.
High and higher still it grows
Through the summer hours
Till at last the little bud
Opens into flowers.

Rake the fingers on the floor. Place index finger and thumb together and move over garden. Make the sun with arms above the head. Move arms lightly up and down for rain. Point fingers downward for roots, then close fingers and lift arms slowly above head for growing. Open up the fingers at the last for the buds opening into flowers.

Fly, fly, fly
The birdies fly.
Up in the sky,
Up in the sky,
Fly, fly, fly
Up in the sky.
Good-bye.

Wave arms to show flying. Fly to the left and then to the right. Wave arms again. Wave good-bye.

ICICLES

The roof has fingers
Don't you know
The fingery way
That icicles grow?

This is the pointer (wiggle pointer)
And this is the thumb (wiggle thumb)
And this says, "wee, wee, (wiggle little finger)
Give me some."

Hold fingers of one hand downward.

THE RABBIT

Here comes a rabbit
(Right hand comes hopping like a rabbit)
Hip, hop, hip
(Slap hips, slap knees, then hips)
See how his ears
(Put hands above head for ears, thumbs pressed against head)
Go flip, flop, flip
(Flip 3 times)
See how his nose goes twink, twink, twink
(Twitch nose)
See how his eyes go wink, wink, wink
(Wink eye)
Stroke his warm coat soft and furry
(Stroke right arm with left)
Hip, hop, hip
(Repeat second line action very fast)
He's off in a hurry.
(Let right hand hop quickly away)

PLAYING BLOCKS

Up, up, up, up.
My tower goes so high.
If only I knew magic
I could make it touch the sky.

I'm using every single block
I'm standing on my toes.
It's higher, yes, it's higher
Than the tip of my nose.

Up, up, up, up.
My tower goes so high.
I wish that it could really grow
Until it touched the sky.

The children bend over until their hands touch the floor, then begin building the tower by putting one fist above the other, letting their arms go higher and higher until they are reaching as far up as they can reach. Repeat for each verse. This is a poem that kindergarten children really enjoy, and it's good for getting rid of wiggles.

ON A FROSTY MORNING

1. On a frosty morning
When my breath shows plain
I play that I'm an engine
On a railroad train.

2. I ring the bell and whistle
And what do you suppose?
I have a little smokestack
The smokestack is my nose.

3. Toot goes the engine,
Toot along the track,
Puff comes the smoke
From my little smokestack.

1. As the teacher says the poem rhythmically, the children keep time with their arms as train wheels.

2. Raise right hand above head to ring bell and say, "toot, toot." Make a funnel with hand in front of nose for smokestack.

3. Keep smokestack in place, letting other arm continue the train wheel rhythm.

HINGES

I'm all made of hinges
Cause everything bends.
From the top of my neck
Way down to the ends.

I'm hinges in front
And I'm hinges in back.
I have to be hinges
Or else I'd crack.

Aileen Fisher

Let the children try out their hinges as the teacher says the poem, bending forward, backward, etc.; bending elbows, knees. etc.

TEN LITTLE BROWNIES

Ten little brownies
Standing in line
One hurt his toe
Then there were nine.

Nine little brownies
Sitting up straight
One went to sleep
Then there were eight.

Eight little brownies
In a row so even
One chased a bee
Then there were seven.

Seven little brownies
Doing funny tricks
One stubbed his toe
And then there were six.

Six little brownies
At the lake to dive
A frog frightened one
Then there were five

Five little brownies
Playing on the floor
One went home
Then there were four.

Four little brownies
Sitting in a tree
One fell down
Then there were three.

Three little brownies
Playing on a shoe
One fell in
Then there were two.

Two little brownies
Having lots of fun
One flew away
Then there was one.

One little brownie
Left all alone
He want away
Then there were none.

Begin with ten children in line and let them act out the words, one of them leaving the group each time.

ICE

When it is winter time
I run up the street
And I make the ice laugh
With my little feet.
Crickle, crackle, crickle
Creet, creet, creet.

Dorothy Aldis

Run lightly in place with the feet (or "run" with the fingers). Slow down for the "creet, creet, creet."

This little cow eats grass.
This little cow eats hay.
This little cow drinks water.
This little cow runs away.
This little cow does nothing,
Except lie down all day.

Use fingers on one hand for cows. Begin with little finger by pointing to it with the index finger for the first cow. Lower the thumb across the palm for the fifth cow.

NUTRITION

YOUR CHILD AND FOOD

Food plays a big part in your child's life. What he eats - and how often he eats - make a difference in the way his mind and body work.

The well-fed child grows strong and filled with lots of energy to work and play. He feels well cared for and ready to do his best. And he has a better chance to learn.

There are a few important things to remember about food and feeding:

*A good day starts with a good breakfast. Foods like fruit juices, cereal, milk, hot cocoa, and fresh fruit make a good start.

*Your child eats best when there is a regular pattern for eating. This means planning for meals at certain points of the day, and leaving enough time at each meal so he can enjoy his food.

*Usually your child will decide for himself how much food he wants. If he is a large child, he will eat more than a smaller one. If he is active, he will eat more than a child who isn't. If he is worried about something he will eat less than if he is happy.

*Foods like these are good for him: yellow and green vegetables...oranges, tomatoes and grapefruit...potatoes, other vegetables and fruits...milk and foods made from milk...meat, poultry, fish and eggs...bread and cereals... and butter or margarine. This doesn't mean that a candy bar is not good once in a while - but filling up on sweets leaves no room for healthy foods.

*Your child may take only small helpings at meals, so he is hungry in between. Fruit, raw vegetables, milk, cheese, and fruit juices or vegetable juices make good snacks.

*As your child gets older, he likes to pick out what he will eat. If there are two vegetables on the table, he might decide he likes one and not the other. When you can, it is good to let him make his choice. Ask him to try all kinds of foods even if he takes only one small bite.

*Good food habits which are built as a child often carry on into life and they can make the difference between good health and poor health as an adult.

Many foods can fill up your child - but not all these are good for him. Even if you can't tell the difference at first, a poor diet catches up in the form of bad teeth and bones, weak eyesight, bad temper, sadness...and sometimes real sickness. Since your child is too young to know what he should be eating and how he should go about it, it is up to you to make sure that he eats the right foods and learns through eating.

When you plan meals with these things in mind, your child learns about the look, taste, and smell of foods...the different ways food can be served...that mealtime is a happy time...and that mealtime also means getting along with people as he eats with them.

COOKING WITH YOUNG CHILDREN

Preparation of food is a meaningful activity. Cooking is fun but also important work. Cooking is an area basic to life and where emotions are involved. Children have intense feelings about the people who feed them. By working in the nursery school a realistic opportunity can be offered by relating the raw package to the prepared product. Cooking activities should be planned carefully to include meaningful interrelated steps. There are some things that a teacher should keep in mind when planning these activities:

1. Food has special meaning for some children and food may be equated with love. If a child feels a lack of love, there may be over-concern for food.
2. Being active in the preparation of food is important.
3. Learning to measure and count.
4. Many children have been told to stay out of the way at home. Cooking in school affords a chance to try out adult roles.
5. Cooking can point to a worthwhile product that a child has made.

HIDDEN LEARNINGS:

1. Working together as a team with other children and the teacher.
2. Learning to follow and interpret a recipe.
3. Finding words that stand for things.
4. Following directions in a certain sequence.
5. Getting ideas from books.
6. Learning about quantity and weight and measure.
7. Vocabulary development. Numerous new words must be learned.
8. Keeping time; watching a clock or timer.
9. Seeing changing forms of ingredients when combined or heated or cooled.

PRESENTING THE ACTIVITY:

1. First activities should be of the simplest kind: one or two-process activities which do not include hazardous steps with heat or dangerous implements.
2. Repeat familiar steps and add something new and slightly more complex; this renews the challenge.

ANTICIPATING PROBLEMS:

1. Many children have been told never to touch a stove or interfere with mother in the kitchen. Safety can be brought in here.
2. The teacher should try a recipe first before presenting it to the children.
3. Be sure the first experiences are successful ones. Afterwards, the children may be able to learn from failures as well as successes.
4. Not all children will like all foods. If they've had fun in the PROCESS, don't feel that they must enjoy the eating. Watching others may help them to try it next time.
5. Plan the activity so it is finished and eaten before the very end of the session. Parents may object to children eating too much sweet and filling things. A taste is plenty.

NEEDED MATERIALS:

1. Measuring spoons, cups, knives, bowls, timer, assortment of pans and cookie sheets, souffle cups or plates for tasting.
2. Portable hot plate is advisable so that it may be placed at a safe low height while in use and removed when not in use.

THINGS TO TRY:

1. Instant pudding. Flavors can be varied. Variation: add chocolate bits, raisins, peppermint candy, canned fruit, whipped cream prepared by children, or experiment with food coloring.
2. Start with basic white icing made from soft butter, confectioner's sugar, milk, vanilla. Let each child add his own food coloring to his small amount of icing in a paper cup. Another time: add non-pareils, raisins, etc. to iced cookie, or tiny bits of jelly or jam.
3. Prepare raw fruit and vegetables. Taste it raw. Another time: boil or stew and relate discussion to how different foods look and taste when raw or cooked.
4. Make juice from fresh fruit. Let children measure sugar and water. Make Kool-Aid, emphasizing quantities.
5. Make butter - either with old-fashioned churn or in covered jar.
6. Make ice cream.
7. Freeze ice cubes in "popsicles" of flavored or colored water, or from fruit juices.

MORE THINGS TO TRY:

1. Instant puddings, cooked puddings.
2. Jello. Variation: add marshamallow or whipping cream, fruits, candies.
3. Soup. Dehydrated soup at first.
4. Hamburger. Let each child make his own patty.
5. Cookies, cupcakes, cakes - offer variation in flavor and form.
6. Pancakes. Each child can take turns in turning. Try spreading with thin layer of jelly and rolling up, so it can be eaten with fingers.
7. Candy. Crisp cereal balls.
8. Popcorn balls.

THINGS TO REMEMBER:

1. Work out a sequence of steps.
2. Plan a series of cooking projects which are gradually more complex.
3. Encourage the child to talk about what they are doing and relate it to home experiences.
4. Ask children for ideas about things to make.

AS A TEACHER:

Keep in mind the number of different kinds of learning involved in cooking: science, math, language arts, understanding more about community and home activities. Don't always feel that a lesson or a moral must be derived from the activity.

WAYS TO PROVIDE NUTRITIONAL SNACKS IN YOUR EARLY CHILDHOOD CLASSROOM

Invite the parents of each child to provide the snacks for the class once or twice a month. Request that parents limit the snack to nutritional type foods. Send a list of suggested nutritional foods home for parents to look over so they can become aware of what can be sent. Serve cupcakes or cake only on a birthday. Emphasize how most children will enjoy bringing snack to school and sharing it with their classmates. This can be an excellent learning experience for all the children.

One could also have a mini-workshop or meeting before the school year begins. Center the workshop around nutritional food for the preschool youngster. The school nurse or a parent in the medical field could help you with the workshop. This workshop could cover how to prepare nutritional foods and what you play to do in the classroom to stimulate good nutritional habits.

If your school provides cookies and milk, request that the money used to buy cookies be used to buy nutritional snacks only.

Prepare nutritional foods in the classroom. Use it as a lesson to emphasize language, motor, social and self-help skills. One day a week might be set aside for special food preparation.

COOKBOOKS

The "Little Cooks" Cookbook
Publications Committee for Parent Co-Operative, FVCC Child Development Center, 1974-75

Cooking is Fun
Mariam Brubaker
National Dairy Council
Rosemont, Illinois 60018 (Copyright, 1955)

Cooking in the Classroom
Janet Bruno and Peggy Dakan
Fearon Publishers, 1974

Cool Cooking for Kids
Pat McClenahan and Ida Jaqua

Recipes and Nutrition for Preschoolers
Fearon Publishers

Peanuts Cookbook
June Dutton
Determined Productions, Inc., 1969

The A to Z No-Cook Cookbook
Felipe Rojas-Lombardi by R-L Creations, Inc., 1972

ADAPTING THE CURRICULUM TO CHILDREN WITH SPECIFIC NEEDS

Hearing Impaired

Visually Impaired

Physically and Multiply Handicapped

Available Diagnostic Resources

THE HEARING IMPAIRED CHILD

While evoking less emotional response and societal attention than the blind or visually impaired child, the hearing impaired child must meet a great obstacle, the development of language and speech. The hearing impaired child does not naturally acquire communication skills (understanding and using speech and language) unless he hears speech around him.

This child must receive systematic instruction in learning to listen and to speak. He needs to become aware of sound and gradually to associate meaning to different sounds. He must learn to recognize sentence patterns and to connect certain language activities and places.

A hearing loss is often misinterpreted as mental retardation, emotional disturbance, delayed speech or inattentiveness. The hearing loss may be conductive, affecting the transmission of sound from the outside world through the outer and middle ear; or sensorineural, affecting the inner ear and auditory nerves which lead to the brain. The loss may vary by degree from mildly hard of hearing to profoundly deaf.

Amplification is prescribed most often with the intention of training what residual hearing remains. The hearing aid does make sound loud enough, but not clear enough for the child to learn speech and language in the normal manner.

The loss of hearing leads to impoverished communication skills, limited verbal reasoning and probable lowered reading skills. The hearing impaired child will have a limited monitoring device, limited feedback system and limited scanning and localization mechanisms.

Programs for the hearing impaired are designed to teach and develop language, speech, listening skills, reading, and other school subjects. The Southwest Illinois Regional Program employs the total communication approach for all classes except the hard of hearing. This system simultaneously teaches through the use of speech, lipreading, hearing aids, fingerspelling, the language of signs, reading, writing, and the use of gestures and body language.

The Southwest Illinois Regional Special Education Association provides assistance in providing tutors for hearing impaired children and their families when the child is below three years of age. At the age of three, the public schools provide preschools in which the parents are expected to participate. Total communication skills are emphasized as an important factor for parents to consider since communication between parent and child will be the most important aspect in the child's overall educational development and his attitude toward life.

It is generally considered necessary for the child to receive his early education with a trained teacher of the hearing impaired through a sophisticated program planned particularly for a child with this type of handicap.

If you know of a hearing impaired child or suspect that a child has a hearing loss or have a hearing impaired child in your class, please contact:

Mr. James Sloan - Consultant for Hearing Impaired (Hard of Hearing)

OR

Mrs. Sharon Taylor - Consultant for Hearing Impaired (Deaf)

AT

Southwest Illinois Regional Special Education Association
2110-B Troy Road
Edwardsville, Illinois 62025
Telephone: (618) 656-7555

* See Bibliography for additional references regarding the hearing impaired child.

THE VISUALLY IMPAIRED CHILD

The learning variables are, basically, imitation/modeling and reinforcement. In working with the visually limited preschooler, these same avenues of learning and teaching are still valid; some modifications need to be considered. Compensation must be made by both child and teacher.

Lowenfeld, in Blindness (1962), discusses those restrictions imposed by blindness:

(1) Restriction in range and variety of experience. Concepts must be developed through the remaining senses. Problems of physical accessibility, size, fragility, motion, and danger will impede the child's experiences and his interaction with his environment.

(2) Restriction in the ability to get about. The child will require assistance from his seeing counterparts to know what is out there, where it is, and how to get to it, around it or from it, as the case may be.

(3) Restriction in the control of his environment and the self in relation to it. He will lack adequate information from distant resources, as to form, size, position, general orientation. Further, the visually impiared will be unable to "read people" and determine the nonverbal communication going on about him. He, thus, develops a detachment which is even more restricting in controlling his world. Ordinary educational techniques and media will not be adequate and the teacher will want to become aware of the plethora of specific instructional materials available to the child with impaired vision.

Teaching the child will require the teacher's careful utilization of task analysis, in addition to the determination of the child's developmental level. Task analysis is an approach which attempts to define educational tasks the child needs to achieve a particular objective, usually academic or preacademic. Valett has provided a vary workable listing of tasks and has suggested the manner of task analysis and subsequent or consequent teaching strategy. In essence, it is the process of deciding where you are, where you want to go, and how to get there. With all young children, and particularly the child who has serious end-organ deficiency or mental impairment, the tasks which seem incidental to the teacher will be insurmountable and frustrating to teach and to learn. By further dividing these tasks into simpler steps and presenting these steps in logical and learnable sequence, the child can be led into untold areas of ability and achievement.

This is similar to the theory underlying programmed instruction: short, sequential steps, carefully designed and explained, instant reinforcement, errorless learning and self-pacing.

Lowenfeld (1962) listed five principles of teaching the blind:

(1) Individualization, based upon a careful evaluation of the child's totality of strengths and weaknesses, the problems of learning and processing information, the impact of visual limitation upon this child. One does not teach the blind child, as a blind child per se.

(2) Concreteness, which demands direct experience and literally first "hand" experiences and activities. The environment will need to be pointed out and brought into contact with the child.

(3) Unified instruction, including the totality, sequence and organization of the child's experiences and impressions. The child will have difficulty "seeing" relationships, cause and effect, abstractions, concepts.

(4) Added stimulation, with more trips and demonstrations utilizing the child's remaining intact senses. This is the child who can not be attracted to his environment unless he can smell, feel, taste, or touch, as well as hear. Seeing and hearing are distance receptors; loss of input into the one channel will sometimes lessen the impact of the other, not enhance as is erroneously assumed. The blind child does not have an automatic sixth sense.

(5) Self-activity. The child will learn by doing and must employ those activities of prehension, locomotion, talking, eating, playing and meeting people. These activities must be self-initiated as much as possible. Given situations the child will increase his experiences and, thus, his feelings of security. The principles outlined by Lowenfeld would apply to all areas of development: language, motor, social and emotional, cognitive, perceptual and academic. The child may need to be "guided into sociability" and put in touch with others.

The blind child needs the tools of communication, he needs to be an active rather than a passive learner, and he needs to be freed from the immediate situation. He will have to be prepared for his experiences, put through the experience, sometimes with physical manipulation and always with careful explanation. The experiences will have to be discussed and reviewed and transferred to other experiences and learnings.

Language development is crucial. He must be taught also to use his hands purposefully, using his fingers with increasing dexterity, improving tactile discrimination and manipulation. Mobility training will hinge upon and be taught in connection with language development, training in directionality and activities to enhance body image and concept. Lastly, the child must be taught to think, to make decisions, to initiate his own activities.

OVERVIEW: VISUALLY IMPAIRED PROGRAMMING AND SIRSEA

Over 100 children have been identified as visually impaired within the 58 school districts served by the Southwest Illinois Regional Special Education Association (SIRSEA). Even after treatment or best correction, these vision impairments are serious enough to warrant special consideration in these students' educational programs.

This special attention may be as limited as a yearly evaluation to insure that problems are not affecting school progress, or as comprehensive as spending the majority of each day working with a special teacher.

Of the more than 100 visually impaired children identified in this region, approximately half are enrolled in special programs specifically developed as a result of their loss of vision. Those children not in special programs have either themselves or with assistance, made successful adjustments in their learning style to compensate for their limited vision. Since impaired vision affects each individual in a unique fashion, the degree of loss in itself, is generally not a reliable indicator of the amount of assistance a child may need. A child with a 40-50% loss, for example, may need considerable support whereas a child with a 70-80% loss may participate in a regular classroom with only minimal assistance. This apparent contradiction is explained by the fact that vision like our other senses, is experienced by each of us in a highly subjective and, therefore, unique fashion. A particular youngster's success in dealing with visual situations is related to many factors other than the degree or kind of visual loss. The key, then, to deciding the degree of assistance to children with vision impairments is determined much less by the impairment itself than the functioning of the child in real life situations.

An individualized needs assessment is essential in determining the most appropriate program in the least restrictive alternative, that is, the program most like a conventional school situation. A consultant with special certification, training and experience is available to public and private schools through SIRSEA to assist in developing these individual educational programs.

DETERMINING ELIGIBILITY

Definition:

Visual impairment - The child's visual impairment is such that he cannot develop his educational potential without special services and materials.

Eligibility:

A. Visually impaired individuals between the ages of 3 and 21 years must be served. Services to visually impaired children under 3 are provided by SIRSFA through the consultant for visually impaired and a parent-infant educator.

B. Suggested criteria to determine eligibility for services may include, but not be limited to, the following, based on an individual assessment:

1. Field of vision is restricted.
2. Marked correction, such as 20/200 corrected to 20/40.
3. Eye specialist suggests educational assistance.
4. Corrected acuity is 20/70 or less in the better eye.
5. The following eye conditions may warrant temporary placement in a special program:

   a. Prolonged occlusion for amblyopia.
   b. Acute, irritated eye diseases during prolonged treatment.
   c. Postoperative retinal detachment or other postoperative condition, upon the recommendation of the referring physician. Temporary special services may be required for children with eye diseases which are believed to cause decreased vision temporarily but have a good prognosis.

6. Serious, progressive eye difficulties as noted by an eye specialist on the ocular report.

C. The determination of a visual impairment sufficient to make the individual eligible for special education services shall be made through examination of the following supportive information:

1. The official Illinois Office of Education Ocular Report
2. Medical reports
3. Psychological data
4. Educational evaluations
5. Social case history
6. Other pertinent information

MATERIALS AND SERVICES AVAILABLE TO STUDENTS

Through local school funds, state funds, and community volunteer organizations, special equipment and materials are provided without charge to those visually impaired students in need of these support services.

They include the following:

Braille writers
Typewriters - conventional and large print
Low vision aids - magnifiers
Tape recorders
Tactual and large print maps
Brailled books
Closed circuit video enlargers
Large print books
Reader - recording service
Recorded textbooks
Talking book machines
Book holders - desk easels

If you have a visually impaired child in your class or know of a visually impaired child, please contact:

Mr. David Ziff, Consultant for Visually Impaired
Southwest Illinois Regional Special Education Assn.
1826 Jerome Lane
Cahokia, Illinois 62206
Telephone: (618) 332-6576

* See Bibliography for additional references regarding the visually impaired child.

THE PHYSICALLY AND MULTIPLY HANDICAPPED CHILD

SIRSEA's program for physically and multiply handicapped children has several aspects which involve both educational consultant and physical and occupational therapy services.

Consultant Services:

The consultant for physically and multiply handicapped children provides consultive services to the nine established physically handicapped and multiply handicapped classes in the region, assistance with placement and programming, inservice and professional education, liaison with other agencies serving the physically and multiply handicapped population, and coordination of the itinerant physical and occupational therapy program.

Physical Therapy and Occupational Therapy Services:

I. Types of Service

1. Evaluation:

Any physically handicapped child (3-21 years) who appears to have a gross motor, fine motor, or visual motor problem can be referred to the Southwest Illinois Regional Special Education Association for a physical or occupational therapy evaluation. The results of the evaluation are shared with the child's parents, the teacher, and principal, the Director of Special Education, and the superintendent.

2. Treatment:

Following the evaluation, if the physically handicapped child needs ongoing therapy, he will receive treatment sessions at school. Sessions are from 30 to 60 minutes usually.

3. Consultation:

Following the evaluation, if the therapist feels that weekly treatments are not necessary, but specific activities will help, a list of these specific exercises or activities is reviewed with the classroom teacher so that the child can practice at school and at home. Progress is monitored approximately once per month.

4. Review:

Following a series of treatment sessions, the child's progress is evaluated by the therapist, and if the child appears to have achieved his therapy goals, his function will be reviewed 3-4 times per school year to insure that he remains at his maximum level of function.

II. Diagnostic Categories

Children who need our services may have the following diagnoses:

1. Cerebral Palsy
2. Myelomeningocele and/or Hydrocephalus
3. Muscular Dystrophy
4. Arthrogryposis
5. Rheumatoid Arthritis
6. Amputations
7. Traumatic head or back injuries
8. Burns

III. Evaluation Areas

A. Physical Therapy

1. Gross motor skills
2. Joint range of motion
3. Muscle strength
4. Posture
5. Reflexes
6. Sensation
7. Muscle tone
8. Fine motor skills
9. Ambulation pattern
10. Transfers

B. Occupational Therapy

1. Self-care skills
   a. feeding
   b. dressing
   c. transfers
2. Joint range of motion
3. Muscle strength
4. Muscle tone
5. Fine motor skills
6. Visual-motor skills

IV. Treatment Programs

A. Physical Therapy

Depending upon the diagnosis and severity of the involvement, the treatment consists of specific exercise routines designed to correct deformity, improve function, and/or correct any ambulation abnormality.

B. Occupational Therapy

Treatment program emphasizes practice in self-care skills, including instruction in adaptive techniques or equipment and activities to improve coordination and fine motor skills.

SIRSEA's physical and occupational therapists will begin treatment after they have received a doctor's prescription and the child's parent or guardian's consent.

If you have a physically or multiply handicapped child in your class or wish t refer a child for a physical and/or occupational therapy evaluation, please contact:

Mrs. Jane Horzmann-Blackwell, Consultant
Physically and Multiply Handicapped
Southwest Illinois Regional Special Education Assn.
1826 Jerome Lane
Cahokia, Illinois 62206
Telephone: (618) 332-6576

* See Bibliography for additional references regarding physically and multiply handicapped children.

DIAGNOSTIC SERVICE

SOUTHWEST
ILLINOIS REGIONAL
SPECIAL EDUCATION ASSOCIATION

2110B Troy Road
Edwardsville, Illinois 62025
(618) 656-7555

1826 Jerome Lane
Cahokia, Illinois 62206
(618) 332-6576

The SIRSEA Diagnostic Centers conduct educational evaluations using a team approach. Emphasis is placed on location and identification of preschool handicapped children to allow early assessment of their needs and development of an appropriate educational plan. The staff is made up of a speech pathologist, audiologist, social worker, occupational therapist, and psychologist. Each evaluation may include testing from any one or all of these disciplines, depending on the child's problem.

The greatest percentage of children evaluated are preschool children who have demonstrated problems which may interfere with learning in a school setting.

Following the evaluation, a parent conference is held to discuss the findings. When indicated, local special education administrators and classroom teachers are invited to attend these conferences. At these conferences the child's needs are discussed; recommendations offered; and appropriate community resources are suggested.

PARAPROFESSIONALS

5

PARAPROFESSIONALS

The presence of paraprofessionals (either the volunteer or employee) in a classroom can be an individual asset to any learning situation provided that the plan is properly coordinated. The paraprofessional can assist the teacher in meeting his responsibilities in many ways. He/she can aid the teacher in individualizing classroom activities, share in the daily routine duties, develop themes and projects to be taught in the classroom, and utilize their own special talents in coordination with the teacher.

Teachers working with paraprofessionals, either in or out of the classroom, must rely upon their own professional judgement when assigning duties to paraprofessionals. While the paraprofessional may attend inservice classes to learn skills that will be helpful in the classroom, much of her orientation to work falls on the shoulders of the classroom teacher.

The teacher should have the paraprofessional oriented to the classroom by just having him/her spend time observing the class routine and the teacher's techniques. The paraprofessional should learn the location of all materials; discuss the general nature of duties (lunch money, bus duty, etc.) and within a few weeks the paraprofessional should be familiar with the situation and begin to assume some duties of the teacher as an instructor to groups of children. It is important for the teacher to have conferences with the paraprofessional about her work and guide the paraprofessional to her fullest potential.

The following information includes general guides for teachers, typical duties assigned paraprofessionals, notes for a new teacher aide, information concerning school volunteer programs, and a bibliography for the teacher and paraprofessional.

SUGGESTIONS TO TEACHERS

You play a key role in the program when you assume the responsibility for guiding and supervising aides. Much of what an aide does will depend upon your judgement of what she is capable of doing. Suggestions for each of the following areas are presented to serve as a guide: (1) orientation; (2) observation; (3) induction into the instructional program; and (4) evaluation, supervision and continuous on-the-job training.

Orientation

A good orientation program is a vital part of the teacher's work with aides in the schools. Although orientation is generally regarded as significant during the initial stage, it is also effective as a continuous process when the aide assumes new responsibilities. When properly oriented, a the aide feels more "at home" and a part of the total program.

1. Acquaint the aide with other teachers, custodians, the school nurse, and others with whom she will be in contact.
2. Help the aide become familiar with the classroom and all teaching aids and materials that are available for her use and with which she will be working.
3. Get to know her as a person. Establish a relationship whereby effective communication can be carried on at all times.
4. Include her in the planning sessions.
5. Introduce her to the students and establish her position and role with them.
6. Have the aide prepare a room seating chart and urge her to learn the names of the pupils as soon as possible.
7. Encourage your aide to keep a notebook of ideas, techniques, directions, etc.

Observation

Observation and participation in the classroom are the basic components of on-the-job training for aides. It is essential for the staff to give the aide adequate time to observe the classroom, especially during the first few weeks. These clinical experiences should include opportunities to observe classroom procedures, teaching styles and manners of the classroom teachers and observations of the individual children in the classroom. For observations to be effective, there must be a clear purpose. The aide should be guided toward specific goals or tasks.

The actual participation will come about as the teacher becomes acquainted with the aide and sees her in action. The teacher is the final judge as to when she is ready to assume specific duties. At first she might assist in such jobs as taking roll, assisting children with routine tasks, and giving individual help to a pupil.

Induction Into the Instructional Program

How much an aide can assist in the instructional program will depend on how much sharing and planning has been done together, both written and verbal plans as well as daily and long-range plans. The aide can be of more help if she is familiar with the objectives, the materials and books, the procedures, and methods of evaluating lessons.

Evaluation, Supervision and Continuous On-The-Job Training

Daily supervision and evaluation are the keys to high quality performance and to maximum utilization of the aide. The teacher and the aide need opportunities for daily discussions. They may be informal or perhaps there may even be a regular weekly scheduled conference. But it is important that communication be kept open and free. Aides must know what is expected of them and how they are doing.

Provide in your conferences an opportunity for the aide to ask questions and express concerns.

Instill in the aide the importance and work of self-evaluation.

Invite the principal and other involved teachers to sit in on some of the discussions; provide a climate in which the aide can seek their suggestions.

WORKING WITH TEACHER AIDES

The addition of a teacher aide to a classroom will enhance the chances for close personal relationships and individual attention among pupils and the teacher and teacher aide.

There is a complex process of interaction between both teacher and pupils and among pupils. Through cooperative planning with the teacher, the teacher aide could contribute to the process of interaction between pupils, teacher and aide.

Planning between the teacher and aide that would promote interaction with the children might include:

1. Helping the aide develop an understanding of a healthy relationship between herself, the teacher and the children;
2. Clarifying the discipline role of the aide;
3. Helping the aide recognize the need to allow children to make errors and approach task creatively;
4. Sharing of information between teacher and aide that will help in dealing with children;
5. Helping the aide become open-minded and objective;
6. Helping the aide learn how she can contribute to communications between:
    a. teacher-pupil
    b. pupil-teacher
    c. pupil-pupil
7. Helping the aide develop a realistic viewpoint about children;
8. Giving the aide a clear assignment of duties and responsibilities as they are developed;
9. Developing a team attitude.

Some General Guides for Teachers

1. The addition of a teacher aide will not reduce the work of a teacher. If a teacher and an aide are working well together, and the aide is making a positive contribution to the classroom routine, the time released by this additional help can best be used by the teacher in performing professional responsibilities of study and planning.
2. Teachers and principals are encouraged to make suggestions for the specific content of the training programs provided for teacher aides. Both teachers and principals have a responsibility to help the aide in selecting the most appropriate training classes.

Typical Duties Assigned Teacher Aides

The following lists of duties are offered for the assistance they may give teachers who are new to the services provided by teacher aides. There is no assumption made that these lists are complete and they should not be limiting to the creative ideas of teaching staff. These lists were compiled from a survey of teacher aides who reported their duties.

Classroom Duties

- Listen to children read, tell story or share experiences
- Direct fingerplays and songs, and demonstrate
- Converse with children; provide language stimulation; ask questions
- Praise children for positive behavior
- Organize learning games
- Take children on nature walks
- Demonstrate motor activities and direct children in these
- Help students chart their progress
- Play with children during playtime; interact, talk to and with
- Take children to library and help them select books
- Review, explain, re-emphasize for children having difficulty
- Practice counting objects whenever the opportunity arises with children
- Correct papers
- Help children with reading, arithmetic, spelling, writing, laboratory experiences
- Decorate bulletin boards
- Read stories and play games
- Mix paints
- Take attendance
- Help children with their wraps, when needed
- Arrange room
- Help students at their desks
- Help teachers with tasks
- Correct workbooks
- Work with flash cards
- Supervise milk and rest period in kindergarten
- Correct tests
- Make charts
- Water plants, dust, clean fishtanks, or assist children in such tasks
- Get milk, napkins and straws
- Cut paper
- Make posters
- Prepare worksheets
- Record graded papers in classbook
- Assist in sewing class, laboratory or media center
- Assist teacher with special classes
- Compile lists of materials
- Help with social studies
- Make small repairs on instruments
- File music
- Set up appointments for teachers

- Work with small groups of children
- Make flash cards and seat-work booklets
- Conduct drills in language; work with small reading and conversation groups
- Replenish supplies
- Help teacher with book work
- Make calendars
- Repair books
- Make weather wheels for bulletin board
- Print books and blocks for teachers
- Write down pupils' dictated stories (in language experience reports)
- Make room more attractive
- Set up equipment for experiments
- Transfer marks to report cards
- Cut out letters
- Pin notes on children's clothing
- Fill paste jars
- Play piano for music time (singing)
- Clean up after art work
- Set up sand table
- Write out field trip slips and assist on trips
- Schedule films, and show films and filmstrips
- Check in films
- Help with art projects
- Help children print on blackboard
- Find pictures, illustrate letter sounds
- Keep records
- Make overhead transparencies
- Assist in school room magazine distribution
- Establish close and friendly relationship with pupils
- Help with eye tests
- Help with cooking in cooking classes
- Check in materials for Remedial Reading Center
- Clerical work for special class
- Play guitar
- Industrial Arts; help in different shops
- Physical Education; help in supervision

Lunchroom Duties

- Supervise
- Collect lunch money
- Take children to lunchroom
- Supervise special class at lunch
- Prepare weekly financial report of lunch money
- Help children get their trays
- Seat children
- Deliver milk and pick up boxes

Workroom Duties

- Type dittos and run duplicating machine
- Type (seating charts, schedules, letters to parents)
- Mimeograph - Thermofax

- Assemble and staple materials
- Telephone and write letters for teachers
- Make cards for math, science folders
- Put orders away
- File
- Make out requisitions
- Make "Kardex" on books for Remedial Reading

Library Duties

- Storytelling or flannel board activities
- Catalogue and file
- Type
- Get books
- Mend and cover new books
- Supervise
- Check for proper cards in boxes
- Assist classes and individuals
- Pick up assignments for students
- Check in new books; stamp them

Gym Duties

- Assist with equipment
- Correct tests for health
- List various activities on bulletin board
- Type and mimeograph worksheets
- Clerical work for G.A.A. activities after school
- Hand out suits and towels; lifeguard during free swim
- Supervise girls at dance period

Audio-Visual Duties

- Make out audio-visual requisitions
- Operate A-V equipment
- Assist in minor repairs

Other Supervisory Duties

- Playground; school patrol
- Hallway
- Lavatory
- Study hall
- Auditorium

TO BE OR NOT TO BE...A TEACHER AIDE

Unflappability. That may be the most valuable quality a Teacher Aide can possess. How do you keep from getting flustered when children are flighty and forgetful, when mothers are critical, when someone you have counted on let you down, when you yourself make mistakes, when the conflicting demands on your time and energy pile up until you feel you are caught in a trap? How do you talk to a hostile person; how do you handle differences between yourself and your assigned supervisor; how do you settle flare-ups? How do you remember everything? How do you improvise when plans go awry?

There are days in the life of every aide when she feels that all she ever gets for her pains are criticism, noncooperation, conflict, or indifference - and another job to do! We hope you don't have these days often, but when you do have them, it may help to know that time and experience will make them easier. Unflappability is not usually an inborn quality, but it can be learned. It is, in fact, one of the most rewarding benefits you will reap from your experience as a new teacher aide.

When you first start out, your confidence is shaky, your emotions are vulnerable. When problems arise, you may have a wild desire to forget this whole enterprise so you can avoid these threatening situations.

Before you start muttering grimly, "never again," let's examine some of these rough spots in the road.

One certainty about working in a sustained group situation is that there will be personality clashes. They can happen. Try analyzing the explosive elements in these clashes. Pinpoint the traits in one person that anger or baffle you and others. Then try analyzing from her point of view, to see if you can discern reasons for her attitude or behavior. This done, you can make a conscious decision about how to deal with it. A creative decision. Remember, you can't expect people to change overnight, nor can you expect to change everyone, but by changing your way of reacting (a decision consciously made), you may make it possible for others to change too - or to discover alternate ways to react to situations.

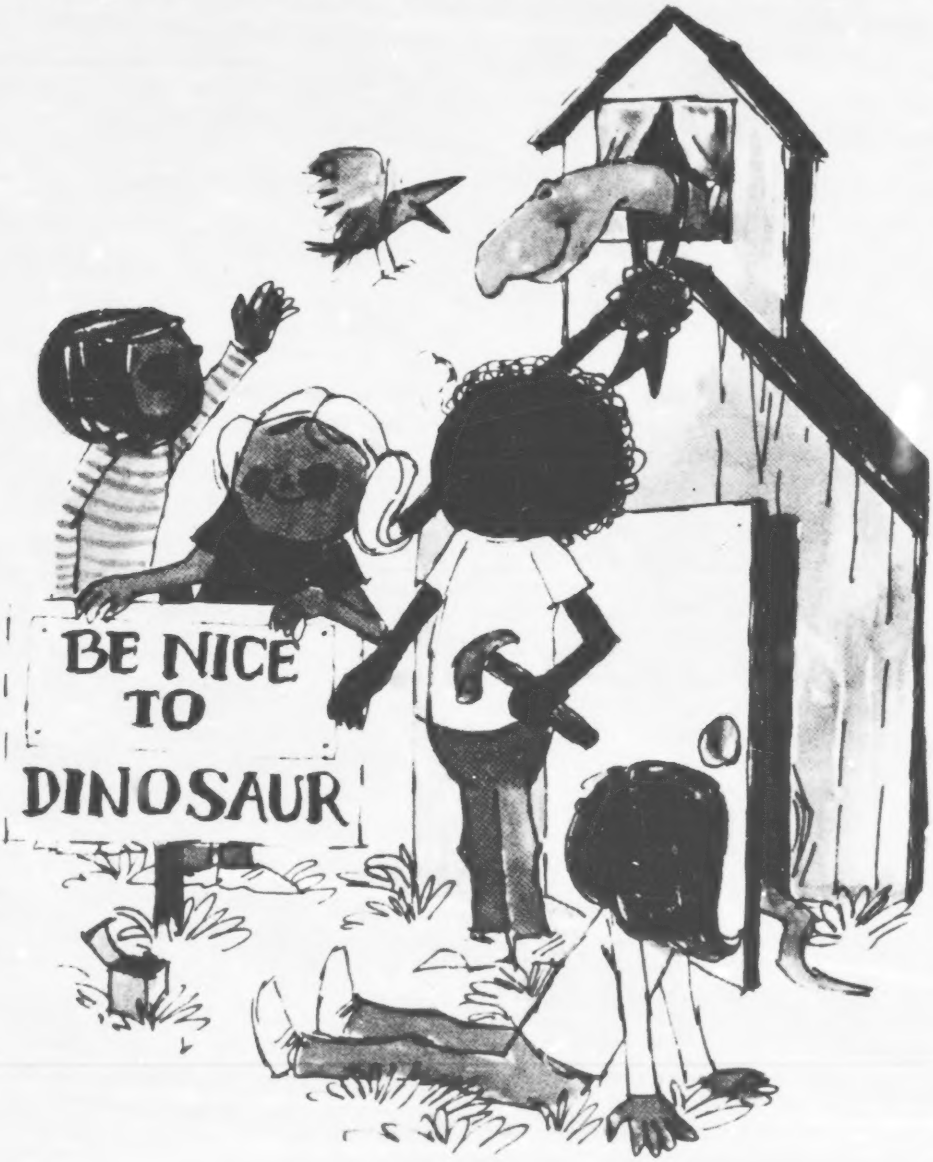
A second certainty is that now and then along the way you will be criticized. Every person you deal with won't always like your ways of doing things. Some may have an emotional commitment to a different way. Some may be trying to help you by offering suggestions. Some may not understand the total situation. And some just like to criticize.

Criticism can wear you down, shatter your self-confidence, disintegrate your morals if you let it. The secret is not to let it. If you wallow in remorse every time you make a mistake, if you stew over every unfavorable comment, if you lie awake worrying about every project, the squandering of yoru emotions will bankrupt you. For the sake of your inner economy, you will begin to develop a certain toughness of skin, a flinty composure that doesn't permit trivial barbe to hurt you.

This doesn't mean that you can't learn from others. Your antennae should always be out for clues to weaknesses and oversights on your part that should be remedied. But as long as you are doing your best, your own honest hard work frees you from the necessity of justifying yourself. You learn that your own good judgement can be trusted because you know your job, your situation, your problems, better than anybody else. And knowing these things, you can afford to consciously refuse to be upset by unpleasant incidents.

That's when you remind yourself that your influence on children will last them for life; that the future of the human race is being made or broken in individual human relationships taking place right now; and that the opportunity you have in your school fits in with the deepest goals anyone could have in life.

All those challenging situations mentioned at the beginning of this article aren't peculiar to Teacher Aiding. They are peculiar to life. And if this old world needs anything, it needs more people who can cope. Unflappable people. Agreed? There is no better way to become one than to involve yourself in situations that tax your creativity, stretch your patience, make you grow. And need we add that there is no more potent influence on those around you than your example?



SUGGESTIONS FOR TALKING WITH CHILDREN

Following is some teacher-talk that you hear good teachers using with children. The thoughts they express teach youngsters how to discipline themselves. The words leave room for children to understand their feelings and the feelings of other people, too. Of course, these are only examples which carry the ideas teachers want to get across to children. You will have your own way of saying these things.

You don't have to be so mad! I know you're angry, but you don't need to shout that loudly!

It's hard for him to wait so long for a turn; try to let him have the truck soon - in about three minutes.

No, Tom, Alice is not a bad girl. She is just having trouble with what's happening.

Some children like to draw designs with lines and curves, Lisa. Other people like to draw people and houses. Each kind of drawing is good and important.

No, Lisa, Sammy's drawing is not "scribble-scrabble." It's his way of drawing. He has his own ideas, and you have your own ideas. Each person's ideas are important.

It bothers me when you call him "stupid." He's not stupid. He is hammering and nailing those pieces of wood in his own way, and everybody's way is special.

It's all right for Bert to be over there by himself; don't worry about it. Sometimes people need to be alone for a few minutes to think or watch and listen.

I would like it if you would not laugh when someone gets hurt. Tom's hand really hurts. Billy, would you go over to the shelf and get the tissue box and bring it to us so Tom can have one. Sue, you and Milly ask Miss Allen to take down the first aid box and give you a band-aid. Then we can fix Tom's hand.

Yes, I know you can write your own name, Tim. But Bert doesn't have to, you know. That's up to him. Each person has his own way.

I know you want to be the father, George. But you know we could have two fathers in this house! And two mothers. We might need a grandfather, too, and some uncles.

I know how you feel. It's hard for you right now. But I think you will be all right. You're strong, you know.

Don't call Billy a "baby." He misses his mother, and he feels unhappy. He is not a baby. He is four years old.

Alice, try to cry a little more softly. Your loud crying is hard for the rest of us. (To the class): It's all right for Alice to cry; sometimes people need to cry. When she can tell me with words what's the matter, she will. Somebody bring her the box of tissues, please.

Don't hit him and hurt him. Tell him. Tell me. Use the words you know. I can't let you hit. I know how you feel, and it's all right to feel angry. But you may not hurt other people here. Tell him with words.

Yes, I heard Sally say that "bad" word. It's not really a school word. What could she say instead? Find another way to say what you're thinking. Sally, you're big enough and smart enough so that you don't have to say those words over and over. It was all right to try them and be silly with them for a while. But enough is enough. Let's read a story together...have you seen this book from the library?

Tony, the children don't like to play with you when you knock their block buildings down all the time. They worked hard on those buildings, and you make them mad when you knock the blocks over. Here, let's pick the blocks up and help rebuild the tower. And then you can build something of your own. Would you like to have me watch you build?

Keep the sand down low, this way. Dig down with your hand and arm. Do you want a shovel?

Ask him. Don't grab it from him. People don't like grabbing. Ask, and then listen to his answer. Did he say no to you? Then let's go find something else for you. I'll go with you.

I can't let you kick me, and I won't kick you either. I want school to be a safe place for all of us.

Screaming doesn't get you a turn, you know. Terry needs a little more time on the swing. Then you will have a turn. I will see that you get a turn. But let's work in the sandbox while you wait. Beatrice, you don't need to yell at me; I can hear you. Listen to my voice: Is it soft? Can you hear me all right?

Anthony, your ideas are interesting and I like to talk with you. But the children want to hear the rest of the story. Tell me at the end of the book what you want to say. I promise to listen to you then.

You may not make all that noise when the other children are listening to the story. Miss Allen, will you go with Mark over to the table? There are some pipe cleaners he can work with, there. They are interesting, and he can play quietly with them.

Do you want to come back to the story, Mark? All right, but you must be very sure you feel like listening. OK?

Paint here on your own paper; Susan doesn't like it when you paint on her paper. You can have a real big piece of paper if you need more work space. But keep your brush off her painting.

Sand is not for throwing; it stings people's eyes. If you feel like throwing something, we'll find a ball or beanbag. In the sandbox, you dig and build, and you work with the sand down inside the sandbox. I'm serious about this.

I'm not going to chase you, Tony. I'm going to stand right here and wait for you to come back. You're going to be all right.

Eddie, I'd like to see you finish that puzzle instead of dumping it on the floor. Here, let's pick up the pieces and study their shapes. Maybe we can figure out how to do it.

Keep the blocks over in this part of the room, please. Water warps wood, so I can't let you put the blocks in the sink. How about a wheelbarrow to move the blocks back where they belong?

Please don't climb onto the tables. Feet belong on the floor. Yes, you can jump down if you like. Want a helping hand for the jump?

Perry, please don't yell across the room to your friends. Walk over to them and speak right to them.

Gently, people! There's plenty of space here, and you don't need to push each other. Be careful of each other.

No pushing on the slide! Make a space between you and the next person. Now: first, Tony, then Sue, then Helen, then Henry. And who is next? Remember, there's plenty of time.

On this walk, I go first because I'm a grownup. Miss Allen will walk in the rear with Tom and Bert; they'll take charge back there. When we're walking, please be sure you can all see my back. No one is to run ahead. I will be in the front.

I'm not going to chase you, Tom. Walk yourself back here to me. See if you can take giant steps.

I know you don't want to stop your work now and have juice and crackers. It's very hard to stop something and begin something else. But that's what we must do. Would you like to play with those plastic beads again tommorow? First thing? I'll try to remember to put them out for you, and you remind me.

Stay at the table with us until the others are through. Would you like another cracker? No? OK. But we need you here with us. You're part of us.

I noticed you didn't help put the trucks away, Tom, after you had played with them. The other boys had to do that for you. Next time, please help a bit with the work. They need you. OK?

I know you brought that doll from home, Barbara. It's a beautiful doll. But when other children see it, they want to touch it and hold it too. I'll help you show the doll to the other children safely. Then we'll put it away until time to go home. We'll find a special place for it.

Pour the water carefully so it doesn't spill over the top of the basin. You really have to watch to see how much is enough, don't you? There, that's just right.

Water on the floor is too slippery. Here's a mop. See if you can mop up all the water over there...I'll sponge up over here. Next time, pour carefully and stop before you get to the top. You can do it.

This sink is pretty small for four children. Let's fix another pan of water over on that table and Mary and Deb can work there. First, I'll put a towel on the table, and then a pan of soapy water. Now, we'll need an egg beater and couple of pitchers and cans. Anything else?

Yes, I know, Sally; Tim wasn't singing. But you know, people don't have to sing when we have music. Sometimes it's interesting to listen to other people singing.

If you would like to dance to this record, here's the space for dancing-from this wall to that table. That is the dancing place. If you don't feel like dancing, you can be over here with me. We can watch, or we can clap with the beat. That would be fine.

We're going to make scrambled eggs today for snack. There are two cooking tables; mine is here and Miss Allen will work with other children over at that table. If you don't want to cook, you can work with the flannel boards over on that far table, or with the other materials on that shelf.

We're back from our trip to the music store a little earlier than we'd planned. I want everybody to find a comfortable spot to settle down in, and I'll play some records we bought.

Discipline is not just a word, or a technique, or a set of rules. We have been talking about the whole climate of the school and the ways the adults behave toward children in good times and bad. Each of us has an ideal - the kind of teacher we want to be every day. Sometimes we succeed; other times, we fail. Even as we keep the ideal as our guidelines, we have trouble living up to it.

What happens? As teachers of these very raw young human beings, we need an endless supply of understanding and energy. Yet those qualities often just aren't there in us when we need them the most. That doesn't mean we abandon the ideal. Not at all. There is a lot to learn and to accept about human nature. One has to forgive oneself and begin again.

SOME THOUGHTS ON BEHAVIOR MANAGEMENT

Few of us, teachers or aides or whatever, can honestly say that we never have trouble in getting children to "mind." All of us have good days when the children like themselves and each other and enjoy learning. But most of us also have days when we feel that the youngsters are miserable and that getting them to behave is a hard job. We feel that we have been too cross, or too easy. We feel discouraged. Most of us have high ideals, but we find ourselves too tired and the children too unhappy, sometimes, to fit the ideal. We search for solutions.

The job for us is to develop a way to teach children without demanding instant perfection or without giving in to every whim. Good teachers don't force such slavish obedience that they break a child's spirit. Hor do they constantly give in and show the child no limits at all. How do teachers develop discipline without being too weak or too tough? What is fair, and what is unfair and mean?

We don't want children to think that anything goes, just because we want to be friendly. Neither do we want them to be silent and afraid of us. The world needs people who grow up full of courage and original ideas, not people who are timid and simply "nice." The time for people to develop resourcefulness is in their early years. In his first group living, a child can feel strong and self-confident, and at the same time learn respect for his teacher and his classmates.

This means that discipline depends in part on the teacher's own skills and good conduct. It depends on whether her teaching combines affection with control. That is hard. It demands a lot of the teacher. Good discipline is more than just punishing or laying down the law. Discipline is liking children and letting them see that they are liked. It is caring enough about them to provide good, clear rules for their protection.

As teachers look at themselves and their methods, it helps to ask these imaginary questions: Would I like to go to this school myself? Would I like myself as a teacher?

They are painful questions if you have had a hard day, if you have been quick-tempered or over-permissive, of the the children have been unruly or rude. But if you have had a good day and been able to be fair and firm and affectionate, then you can feel satisfied with yourself and your job.

Whether you feel good or discouraged about yourself at the end of the day, though, there is always the next day to plan.

How Can I Avoid Trouble?

Give Yourself Plenty of Time

A simple way to build good discipline is to get to the classroom or center on time.

Discipline is based exactly on this: If a child knows what he does is important to the teacher, it starts being important to him, too, especially if he and she like and respect each other.

The child may feel troubled because of a hard time at home, or he may be recoving from sickness. But as he arrives at school, he soon knows whether or not he will find affection, order, security, and an interesting program. And these are what make him "good": affection, order, security, and an interesting program. Not punishment, not fear, not tension, not silence, not softness, not pity.

Children can be counted on to act their age. They misbehave if they are asked to sit still at tables or desks for very long, or if teachers make them stand in line very much, or if they cannot talk or move around the room. Also, little children misbehave if they are forced to do things that are too hard, things which the grownups end up doing while the youngsters just watch. Four-year-old hands need four-year-old things to do. Our goal is for young children to accomplish what they can do, not what we can do.

Teachers Are Models of Behavior

Children may enter a school room peaceably, but they will begin to misbehave if they are shamed or herded around rather than treated like decent human beings. They imitate their teachers and use the examples set by the grownups.

An adult who combines affection with fair and steady rules, sets an example also. It must be said, however, that youngsters vary a great deal. Just as each teacher is an individual with special needs, each child deserves to be treated in ways that are best for himself.

What To Do When...

Not all teachers react in the same way to trouble, and what is one teacher's crisis is another's cup of tea. Children who talk and move around or act sad or cry or speak loudly are easily accepted by teachers who feel what it's like to be a child. There are situations, though, which almost always cause teachers to ask (no matter how skilled they are): "What do you do when...?"

"What do you do when children run around the room, knocking into things and people?" First of all, you try to understand, as you settle them down. Understanding doesn't have to be a long, slow process; it can happen at lightening speed. Children may act wild and restless because they are hungry or scared or excited by what they see in the room, or just feeling high. A teacher who responds with anger and a loud voice may excite children and speed them up just when her aim is to get them to stop and focus on something. It works well for a teacher to greet over-excited children as they come into a room with a firm hand. She speaks to them kindly, with authority, and with some direction about what they should do first. She can ask whether they would like to start the day building with blocks or working at the water table. Or, she can simply take a galloping child by the hand or put an arm right around him and say: "No more running for now...I think you should play over here for a while." She leads him there, sits down with him and interests him as deeply as she can. One teacher can usually handle two or three restless youngsters at once this way.

The teacher often finds that the rough, runabout child calms down gradually and proceeds to work on his own. Sometimes, though, a restless child must be guided in this manner through an entire day. If you have more than one such child, you may need extra adults, volunteers or helping parents.

It may sound unfair for one or two children to get a lot of attention, but it is not, because *all* children learn from what goes on between one teacher and one child. If a teacher settles down one wild youngster, or if she befriends a shy one, all those present will learn that she takes good care of children. They will feel that she is in charge and that they are safe with her. They will learn some ways of handling problems, too. Of course, if she uses sarcasm or brute force, they learn something else - that she is someone to fear or tease. But if she keeps cook, fair, loving and strong, they learn to trust her and cooperate with her.

"What do you do when a child spits?" No time to guess about causes, until after school, because spitting often builds up fast to outbursts of wild agression. The quickest, fairest, coolest way to deal with this is to get to the child, stop him (not hurting him), and announce: "I won't let you spit on anybody. If you just have to spit, do it in the sink" (or "in this dish" or "over there in this corner of the yard"). No scolding is necessary; it probably won't be effective anyhow. Tell him firmly *where* he can spit. Let him know that he is not a criminal, but that he cannot spit at people.

"What do you do about hitting, kicking, scratching, attacking?" Again, the teacher must state her rules. "I can't let you hit people. If you have to hit out, then bang on the floor (or punching bag, or lump of clay)...I know how you feel, but I won't let you hurt people, and I won't let them hurt you." That's that. She kneels down, talks to him directly, looking into his eyes, holding him if necessary. He may have to be held or carried or allowed to thrash around away from the other children (who will need to be reassured by another adult). These storms pass, though, and a skilled teacher doesn't waste her breath talking, scolding or explaining when nobody can really listen. She stays nearby, doesn't panic, doesn't rage back at the child, but is simply firm in her stand: no hurting in school. When the child has quieted down, and it may take a long time, she can take further steps. She can put an arm around him and assure him that he will be all right. She tells him she will listen if he wants to talk about it. She may say that she keeps school safe for all children and that's whay she had to stop him.

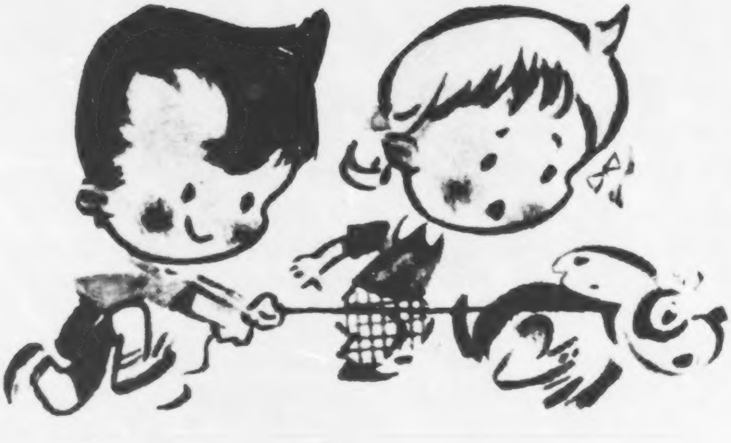
Biting is considered by some to be the worst thing a child can do. Biting is dangerous, and it frightens both the biter and the bitten person. The teacher separates the two. She comforts the bitten child and makes sure that he is all right, seeing that he receives first aid if necessary. She may need another grownup to help because she will want to stay with the biter, making it clear immediately to him that she won't allow biting people. She is extremely firm. "I will not permit biting here. It hurts too much." She assures him, then, that she will not let harm come to him either. She takes him to a soothing activity like water or a favorite puzzle; likewise, the hurt child must be comforted and then interested in something else.

It does no good to encourage other children to bite back to show how it feels. Biting is wrong because it is powerfully destructive and dangerous. Since it is wrong, it is wrong for everybody at all times.

Therefore, you don't hit a child when you want him to stop hitting. You don't yell at children to get them to stop yelling. Or spit at a child to indicate that he should not spit. Of course, you want children to know how to sympathize with others and to "know how it feels," but you as the teacher have to show them *how to* act - not how *not* to act. If a teacher were to teach only by copying children's bad behavior to show them how it feels, she would knock down their block building to show them about that, tear up easel painting to show them this, cry when they cry to show them how crying sounds, and so on. If she did these things, the teacher would become a primitive child when what children need most is a grownup. They need a grownup who is trustworthy, who is in charge of them, and who is in charge of herself.

There are effective and decent ways to conduct yourself during an explosive outburst, without becoming childish. Use your hands and arms and body to hold the wild child and contain him in your arms or in a small room with you. Believe that he will benefit by your control and by your understanding. Then he will finish with his outbreak and be all right. He will remember, next time he gets angry, that you are not his enemy and that you have ways to help him control himself. And you will not have to hit him.

The difference between hitting a child to stop him, and holding a child to stop him, is tremendous. When a teacher hits, she is taking very unfair advantage of a child. When she holds him, she is protecting him as well as controlling him. These are two very different methods, even though the holding may have a fairly physical look to it. Rarely, a teacher may find it necessary to hold a child's arms if he tries to hit her, or grasp his chin if he tries to bite her or place her ankle over his legs if he tries to kick her. If she does this only to control his action, because she believes that it would be wrong to strike him, he is safe and she is safe. They both will come out of the storm able to work together and with respect for each other.



TECHNIQUES FOR MANAGING BEHAVIOR

One of the concerns of teachers is to promote the kind of child behavior that is conductive to learning. What the teacher does influences the child's behavior, but the child's behavior also influences what the teacher does. It is the teacher who provides the warmth and interest, the guidance and reinforcement needed by each child. Through her initiative and creativity, she provides the child with interesting materials and activities. Through her example, she fosters attitudes for cooperation, sharing, self-respect and regard for others. By considering the needs of each of her children, the teacher creates a learning environment wherein children can develop their potentialities and achieve maximum social as well as cognitive growth.

Certain basic principles are helpful in promoting appropriate, desirable behavior in children.

1. Reinforce appropriate behavior.
2. Ignore some inappropriate behavior.
3. Select an activity in which a measure of success is possible.
4. Pace an activity in accordance with the child's learning style.
5. Be consistent.
6. Be positive.
7. Be flexible.
8. Be firm, accepting and understanding.

PRINCIPLES OF CHILD MANAGEMENT THAT WORK

Here are some concepts developed by experts in the field of behavior modification which can be applied in working effectively to gain the cooperation of children.

1. If a child shows a specific kind of behavior which is harmful to him or others (doing or not doing something), it is useful to consider the behavior as one part of a sequence of events.

   a. Antecedents of the behavior: What happens just before the behavior under study? What conditions are present? What conditions must be present for it to be possible? What did other people do just before the child showed the behavior? What kinds of Strokes are being given?

   b. The behavior under study: What is it that the child does (does not do, does too much or too little) that is harmful? What do you wish would happen instead? How often does the behavior occur (or not occur)?

   c. Consequences of the behavior: What happens immediately after the behavior under study? What do other people say or do? What kinds of verbal feedback does the child receive, and what payoffs are collected?

2. Strictly speaking, no one can control the behavior of someone else; however, by changing the antecedents and consequences of a specific behavior, you can often gain the cooperation of others.

SCHOOL VOLUNTEER PROGRAMS

In efforts to meet some of the most pressing educational challenges of the last decade, schools throughout the nation have begun developing volunteer programs. These school volunteer programs have been found to:

1. Meet the needs of individual children more fully by providing increased personal attention and assistance.
2. Develop a cooperative partnership between citizen, parent, and teacher for the benefit of children.
3. Enlist and strengthen citizen cooperation with the school.
4. Create an environment which encourages two-way communication between the school and the home.
5. Give teachers more time for teaching.
6. Encourage experimentation with new techniques such as team teaching, and with new learning materials made easier with volunteer assistance.
7. Create a greater community understanding of educational needs and goals, and form a cultural bridge in a multi-ethnic setting.
8. Allow parents to make a significant contribution to their children, their schools, and their community.

As volunteers or employees, working either at school or at home, aides and volunteers to early childhood education are now recognized as important elements not only in the education of preschool and primary grade groups, but in the out-of-school lives of children.

What Are the Qualifications of a School Volunteer?

In most programs, the only qualification of a volunteer is an interest in and concern for children. Education, age, and time available are not barriers. Volunteers can be either those who are highly skills or those who have only a desire to help children. They must have a responsible attitude toward others. They must enjoy being with children.

Before placement in a school, volunteers must have been certified free from communicable disease.

Volunteers, under teacher supervision, can provide a variety of activities. Among these are:

1. providing teacher assistance,
2. assisting individual or small groups of children,

3. supervising seatwork or instructional centers,

4. assisting with health services,

5. reading or telling stories to children,

6. providing clerical and general assistance in classroom, office, library,

7. making instructional materials, and/or

8. enriching regular classroom work through use of skills in art, science, music, drama.

Where to Recruit School Volunteers

Know your community resources. Contact various offices and agencies for referrals. The following is a list of agencies you might contact:

1. Local school volunteer and tutorial program offices
2. Women's Clubs and organizations
3. Advisory councils
4. Parents of school children
5. Education department of local colleges and universities
6. Community and civic clubs and groups
7. Service clubs
8. Senior citizen clubs
9. Private business and industry
10. Churches, Temples and Synagogues
11. Parent-Teacher Organizations
12. Men's Clubs, lodges, fraternities, etc.
13. Personal contacts with individuals and friends
14. High school home economic clubs
15. Labor Unions
16. Watch news stories in the papers about people with skills
17. Contact local libraries
18. Musician organizations
19. Artist groups
20. Local Chamber of Commerce
21. Local Voluntary Action Centers
22. Posters: for bulletin boards, local business and industry, colleges, grocery stores, gas stations, churches, restaurants, coffee houses, banks, libraries and public places
23. Brochures and Flyers: physicians and dentist offices, beauty and barber shops, hospital waiting rooms, fraternity and sorority houses and any place where a number of people congregate
24. Newspapers
25. Radio and Television
26. House organs
27. Letters to parents
28. P.T.A. Newsletters

For more information concerning major volunteer programs around the country contact:

Board of Education, City of New York, School District No. 1, School Volunteer Program, 20 W. 40th Street, New York, N.Y. 10018. Gertrude L. Conroy, Public Relations Assistant.

Canton City Schools, 618 High Ave., NW, Canton, Ohio 44703. Shirley Jacobs, Coordinator, Teacher Aides.

Denver Public Schools, District No. 1, 1521 Irving St., Denver, Colorado 80204. Harold D. Zier, Coordinator, Office of Volunteer Service.

Des Moines Public Schools, 1800 Grand Ave., Des Moines, Iowa 50307. Jo Barnes, Coordinator of Volunteers.

Independent School District of Boise City, 1207 Fort St., Boise, Idaho 83702. Jo N. Goul, Volunteer Specialist.

Los Angeles Unified School District, 450 N. Grand Ave., Los Angeles, Calif., 90051. Sarah A. Davis, Director, Volunteer and Tutorial Services.

Minneapolis Public Schools, Special School District No. 1, 807 NE Broadway, Minneapolis, Minn. 55413. Betty Jane Reed, Director, Community Volunteers.

National School Volunteer Program, Inc., 16 Arlington Street, Boston, Mass. 02116. Isabel G. Besecker, President.

New Hampshire School Volunteer Program, 196 Bridge St., Manchester, N. H. 03104. Jane VanderWolk, Director.

Oklahoma City Public Schools, 900 N. Klein, Oklahoma City, Okla. 73106. Lois D. Rogers, Coordinator.

Ontario-Montclair School District, 950 W. D St., Ontario, Calif. 91761. John Mainiero, Coordinator, Cross-Age Teaching Program.

Operation SHARE, Santa Clara County Office of Education, 45 Santa Teresa St., San Jose, Calif. 95110. Gilbert Solano, Regional Chief.

Rochester School Volunteer Program, City School District, 410 Alexander St., Rochester, N. Y. 14607. Mary C. Doughty, Director.

St. Louis Public Schools, 911 Locust St., St. Louis, Mo. 63101. June Baehr, Coordinator of Volunteer Activities.

School District of Philadelphia, 21st St. South of the Parkway, Philadelphia, Pa. 19103. Doris B. Wilson, Director of Volunteer Services.

School Volunteer Association (Hartford Public Schools), 18 Asylum St.,
Hartford, Conn. 06103. Louise Leonard, Manager.

School Volunteers for Boston (Boston Public Schools), 16 Arlington St.,
Boston, Mass. 02116. Isabel G. Besecker, Director.

School Volunteers for Worcester (Worcester Public Schools), 20 Irving
St., Worcester, Mass. 01609. Robin F. Spaulding, Director.

See Bibliography for additional references regarding Paraprofessionals and School Volunteers.

Paraprofessionals / Notes

PARENT INVOLVEMENT

6

PARENT INVOLVEMENT

It is generally agreed that family involvement is an important component of any program for young handicapped children. The effectiveness of any school-family involvement program will depend largely on the attitude and skills of the teacher in working with family members. This section of the curriculum offers information, suggestions and references for both parents and teachers. It is hoped that these resources will help teachers and families involved develop the skills and confidence needed to establish effective individual programs for the young child both at school and at home.

Although most of the information contained in this section is directed toward parents, it should be recognized that other family members or caregivers may (and often should) be involved in the educational programs of young children.

When designing parent programs it must be remembered that each parent has individual needs. Programs must be individualized for parents just as they are for children. It will be necessary to utilize a variety of techniques, activities, and approaches designed to meet their particular needs. Some parents may need to learn ways to teach their child language and speech skills. Others may need to learn behavior modification methods. Still others may benefit from the use of a toy lending library or a book lending service. Some suggested ways of providing parent education and involvement are listed below:

> Parent Education Classes: Seminars or workshops can be provided under adult education, continuing education or extension established under the auspices of unified, secondary, or community college districts, or by a college or university. Private industry offers some systems and training. Parents can be provided with parent education on a less formal basis by skilled, sensitive staff working within a given school. All parent education should be offered on a regular basis.
>
> Part of the funds allocated to the early childhood program may be used to supplement adult education funds in order to provide for small groups and to offer other approaches to parent education. The feasibility of mobile classrooms might be considered.
>
> Parent education classes under the sponsorship of adult education or extension. Such classes can be tailored to the specific needs of any early childhood group with content based on the needs and interests of the particular community of parents. The size of an adult education class is a matter for district decision. In general, parent education classes are more effective when they are small and allow for group discussion and interaction.

Parent participation classes. These classes might be set up on a primary class-by-class basis or combined. In such classes, the parents, after a period of orientation, work directly with children in the classroom under the guidance of a teacher skilled in working with both children and adults. A specified period of time each week is spent in a teacher-parent discussion of teaching/learning approaches, developmental needs and strengths of children, and evaluation of individual parent work.

Guided observation of children in the classroom. This method provides visual reinforcement of the teaching/learning activity. As parents view a classroom or group of children in action, they need to be given orientation --- opportunity to know what they are observing and what they should watch for, with ample opportunity afterwards to discuss their observations, raise their questions and receive satisfying answers.

Small group meetings. Meetings in homes and other neighborhood locations can reach out to some parents more effectively than a large group or printed pamphlets can. Talking around the table in a neighbor's kitchen is unthreatening, nondemanding of any formality, and can permit a participant to express feelings and attitudes freely.

Workshops. Parents and school staff together will benefit from such sessions, especially in observing demonstrations, followed by participating, and in the making of home/school teaching devices.

Informational meetings. Lectures, film forums, panels, symposiums, etc., may be established by the school on a volunteer or informal basis or under adult education. Discussions should be led by skilled persons.

Parent-teacher conferences and home visits. Such conferences are a strong asset when their content is clearly related to the objectives of the program for parents and children. Usually, the most constructive conferences are those which are scheduled. Informal conferences in the corridors or on the playground may be excellent take-off points. Such informal conferences should be followed up in most instances with some more focused parent-teacher discussion without distraction.

Home visits. Visits can be used both for parent-teacher conferences and a way of providing instruction or demonstration in educational home activity. A home visit is a professional function to be used for the purpose of reaching program goals and should never be made to satisfy personal curiosity or to fulfill a requirement.

Informational materials. These should be a part of every parent education component. The development of a school-parent lending library, both books and pamphlets, will be of much value to some parents. Many P.T.A. units started and continued such libraries in the last two decades and a nucleus of books may still be available in some schools. Media presentations may be preferred and these might be offered by various audio-visual media or educational TV or radio. Publications, newsletters and individual correspondence might be considered to supplement group parent programs.

Other ways. Parent education can be provided through many different mediums including all those presently existing. It can be information-giving, a discussion of teaching and learning, one-to-one analysis of how parent and teacher can work increasingly effectively with a child. Innovation and creativity in developing new formats for effective teaching and learning is encouraged. Knowledge gained from research should be incorporated into the program.

Included in the following pages are articles which offer information and suggestions for teachers who are trying to promote parent involvement; and selected handouts which teachers may wish to share with parents.

See the Bibliography for additional references on Parent Involvement.

SKILLS IN WORKING WITH PARENTS

Materials by
Wm. Glenn Morgan, ACSW

INTERVIEWING

The parent interview is a vehicle for providing needed assistance to parents and children. It is not an end in itself. However, without skillful parent interviewing it is likely that little successful work with parents and children would be realized. The parent interview is nothing more than a special way of interacting or relating with parents.

Be assured that almost everyone has the basic tools and abilities to be a skilled interviewer. You must simply learn how to use your natural abilities to the benefit of the persons that you wish to help.

Interviewing styles may be as varied as the personalities of the persons involved. One interviewer may be exuberant while another may be reflective and outwardly unemotional. They may both be very skilled parent interviewers. Your style should be natural and comfortable to you. Don't feel that you have to change your personality to be successful. There is one prerequisite for success, however. You must have a GENUINE CONCERN for and DESIRE TO HELP the parent and child. If this prerequisite is met you may make mistakes in your work with the parent but they can be corrected if the parent senses your genuine interest in their welfare and that of their child. Finally, don't underestimate the importance that the parent may be placing in this relationship with you. You may be the first person in their experience who has really listened to them or made them feel important or who has not made them feel that they were failures as parents. You must respect this relationship and use it only for the benefit of the parent and child.

A. Observation:

Your observations will be very limited and selective. You will be aware of only a small amount of what you see during the interview. You will be influenced by past experiences, prejudices, attitudes and training. Things that you have consciously observed before in similar situations will be more likely to "ring a bell" with you the next time they occur. The surrounding environment and situation will influence what you are sensitive to. What kind of observations do you make of people in a hospital waiting room? How different are these from the observations that you make of people in an airport terminal or bus depot? You will look at the world from our own viewpoint. You may even modify your own picture of the data presented to you. What is seen as hostility by one interviewer may be seen as self assurance by another.

Developed under the direction of Dr. Merle B. Karnes, Institute for Research on Exceptional Children, University of Illinois, Champaign-Urbana Campus. #1240

Your observation skills may be significantly improved by simply reminding yourself, before the interview, of the things that are important to observe. These will include the following:

1. What the parent says.
    - a. Are you sure of his meaning? If not, ask for clarification (See D 1.a.)
    - b. What does he talk about most? What is the recurring theme in his conversation?
    - c. Does the tought expressed seem to be genuine or borrowed from someone else. Does the parent use cliches like, "Children should be seen and not heard."? If so, you may comment, "Yes, but I am really interested in what YOU think." He may not feel that what he thinks is of interest to anyone.

2. What the parent does not say.
    - a. What does he obviously avoid talking about? This may give clues to areas that are a problem for the parent. If this is not important to your purpose do not probe. If it is important, you should proceed with caution until you learn just how much of a problem this is for them. If it is a problem that you do not feel that you are equipped to handle, do not be reluctant to admit it. You should offer to get help for them from other sources. This will not damage your relationship. You are simply stating that you know the limits of your skills and that you want to be sure that they get the help that they need. This is another way of demonstrating your concern for them.

3. Body language.

    Much information may be obtained by noting non-verbal signs of emotions. The body language should give you clues to the feelings of the parent and let you know, in many instances, if what he is saying is really what he is feeling. Examples of the non-verbal language are the following:

    - a. tenseness,
    - b. flushing,
    - c. dejection - sadness,
    - d. excitability,
    - e. flat affect - little sign of feeling or emotion, or
    - f. inappropriate facial expressions.

4. Feeling tone.

A great deal of the interaction between you and the parent will involve the non-verbal communication of feeling. This is an important ingredient in any interview. It might be called intuition or intuitive feeling. Much of what you do in the interview will be influenced by your intuition. You will do it because "it feels right or natural." In most instances, it will turn out all right because you are being guided by the emotional communication between you and the parent. A general rule to follow is, "if it doesn't feel right, don't do it." Although intuition cannot be taught you may help yourself to be more intuitive by being relaxed and open to the parent's communication.

Don't make the mistake of being so preoccupied with what you are going to say next that you miss some important events in the interview. You will discover that the more knowledge and experience that you gain the more "intuitive" you will become. Allow this phenomenon to work for you.

B. Listening

This is an obvious but, too often, little used skill. A person may be preoccupied with his own thoughts and may not be "registering" what is being said. If, when an interview is over, you find that you don't remember what the parent said, you were not listening effectively. Remember, this is not the time to demonstrate your conversational skill but is a time to hear what the parent says. The following will help you to improve your listening skills:

1. Be an active listener. Do not sit like a "knot on a log." Respond to the parent with a nod or other acknowledgement that you are listening with interest to what is being said.

   Ask for clarification of information that you do not understand. Make brief comments that let the parent know that you have grasped the meaning of what he has said. This motivates the parent to share more with you.

2. Do not interrupt to state what you would have done under similar circumstances. The average person is not a good listener and feels impelled to give advice. This only serves to make the parent feel more like a failure and does not promote a therapeutic relationship.

3. Silence. A common error of the inexperienced interviewer is to be embarrassed by silences and to feel that he should fill them with questions or comments. A respect for silence is often more helpful. Sometimes a parent falls silent because he is reluctant to go on because he does not know how to put into words what he wishes to say. If you interrupt at this point of his story, his story may never be told. Occasionally, a silence, if allowed to continue, will embarrass the parent. In such cases a facilitating comment will be helpful. (See examples listed under "Leading Questions.")

4. Undirected expression. To allow the parent to stray far afield or to "free associate" is not advisable. This type of undirected expression encourages the expressions of feelings and problems that neither you nor the parent are able to cope with adequately. If you sense that the interview is going in this direction, you need to provide leadership or direction (see Leadership or Direction).

C. Begin where the parent is (let him talk first)

1. The first step in the interview is to help the parent relax and feel as comfortable as possible. In order to do this you must also be relaxed.

2. A few friendly remarks should be followed by a comment that establishes the nature of the interview such as "Since Jimmy is in my class, I wanted to get to know his parents." "I thought that you might be able to help me to know Jimmy better, and together we could help him make the very best progress." "Is there anything that you think would help me to understand him better?" The parent should then be allowed to say what is on "the top of his mind." Listen very closely to the first few minutes of the interview. If the parent has a concern it will usually be expressed at this time.

3. This gives you a chance to know the level of sophistication of the language that you should use with them. This gives clues as to how to formulate your questions later on.

4. This tends to counteract any preconceived ideas that you may have entertained about them.

5. It gives you the advantage of seeing expressed problems from the parent's point of view. Since it is the parent who must eventually act, it is obviously advantageous to start from where the parent is rather than from your vantage point.

D. Questioning

1. Question for only two (2) purposes:

   a. To obtain specifically needed information or clarification of information. Such remarks as "I don't quite understand" will help him to elaborate more fully.

   b. To direct the parent's conversation from fruitless to fruitful channels. Included here would be questions that encourage him to talk in relevant areas where he finds the going difficult.

2. Ask leading questions rather than point questions (see Leading Questions).

3. Asking pointed questions will get you only a "yes" or "no".

4. Avoid putting answers in the parent's mouth.

5. Do not interrogate the parent.

E. Talking - Closely Allied to the Questions are the Comments of the Interviewer

1. In general, you should comment only for the purpose of reassuring or encouraging the parent, or to lead him on to discuss relevant matters.

2. However, comments occasionally include the giving of specific advice or suggestions.

NOTE: It is much better to help the parent suggest the plan of action that you intended, and in such cases, his own suggestions can simply be confirmed and strengthened. The fact that he regards it as coming from himself makes is more likely that he will carry it out.

3. You must devote considerable care in your manner of expressing and communicating your meaning.

You must speak the language of the parent. Voice tone and inflection are important. It is important that the parent not only understand what you say but that he understands what you meant.

F. Answering Personal Questions - This frequently bothers the interviewer.

1. Parents may ask personal questions because they want to be polite and think it is the social thing to do. They may not really be interested in the answer. In such cases, if the discussion is directed back to them they will be glad to continue.

2. Often the question may be a natural curiosity about you the person to whom he is telling so much. The parent wants to know what sort or person the interviewer is. He is testing him out to know whether his real personality corresponds to the one the parent is beginning to picture in his mind.

3. Personal questions may indicate the beginning of the establishment of that closer relationship that promotes the "helping process".

4. In most instances, a frank, brief, truthful answer to a personal question is usually desirable. Normally, this should be followed by an immediate redirection of the parent's attention to himself.

5. At other times an interviewer may become involved in personal questions because he has failed to grasp their significance. Often the questions are not really personal but are the parent's way of introducing a problem of his own that he would like discussed. If the parent asks, "What would you do if _______," they are really interested in support in the decision that they made.

6. An interviewer may introduce his own personal interests, finding something in common with the parent in order to help him feel acquainted or more relaxed.

   The danger in doing this far outweighs the possible values. With the introduction of personal opinions and feelings, the relationship beings to leave the professional level and becomes a social give and take, or worse, an argument.

7. Do not bestow false flattery upon the parent. A parent is a supersensitive person and will sense the dishonesty.

8. A parent may ask personal questions to get off the subject of his problems.

9. Personal questions may be ego-inflating to the interviewer but not that helpful.

G. Leadership or Direction

1. If a parent rambles on he may be seeking some direction from the interviewer.

2. If a parent is rambling in areas not related to immediate problems, you may need to redirect.

3. If a parent is emotionally disturbed and he elaborates on disturbing or upsetting material, you may need to redirect.

4. A parent may need to be prevented from revealing too much. A parent who has "talked too much" often exhibits subsequent anxiety. This is illustrated by the fact that frequently after a "confessional" interview, the parent may surprise you by being withdrawn, inarticulate, hostile, or by breaking the next appointment.

5. Frequently, people who ask for advice don't really need it. They have usually had plenty from friends, neighbors and relatives. What they need is assistance in freeing themselves from the confusion in which they have become bogged down, additional information that will throw light on their situation and encouragement to come to a decision on their own.

6. We must not allow the theory of "self-determination" or "non-direction" to prevent us from giving the parent help when he really needs it.

H. Leading Questions

Almost any question can be a leading question simply by phrasing it in such a way that it cannot be answered with "yes" or "no." The following are examples:

1. What do you enjoy most about caring for your children?

2. What seems the most difficult?

3. How much help do you have in caring for the children?

4. How do you discipline your children?

5. How did your mother and father discipline you as a young child?

6. What was your child like as an infant?

7. Who is he most like, you or your husband? In what way?

8. Who is he closest to in the family?

9. How does your child occupy his time at home?

10. How do things go when he is with other children his age?

11. What do you want out of life for your child? What will it take for him to reach this goal? What kind of help will he need?

12. What does your family do for fun?

13. What do you do when you celebrate your wedding anniversary? Family birthdays?

14. What do you like most about being a housewife? Dislike most?

15. What do you like most about your job (employment)? Dislike most?

16. What do you want out of life for yourself?

You may pose situations to the parents for their reactions such as the following:

1. What do you think would happen if ______________________________?

2. What does he do when ______________________________?

3. How do you handle ______________________________?

4. How do you feel when ______________________________?

I. Facilitating Comments

These help the parents' communication process and helps establish rapport. It does not require any response from the parents but does demonstrate that you are "with them."

1. "This happens in many instances."

2. "I can see how this could have happened."

3. "Parents often feel this way."

4. "This is difficult to talk about."

5. "It was a difficulty situation."

6. "This was disappointing."

J. Redirect

If you think the interview is off track or you want more information about a particular topic, when there is an opportunity (without interrupting a train of thought), return to that point by saying, "...I was interested in the comment that you made a few moments ago about __________. Would you tell me more about that?" This lets the parent know that you are listening and are interested in what he is saying.

SUGGESTIONS FOR WORKING WITH PARENTS OF PRESCHOOL HANDICAPPED CHILDREN

Materials by
Wm. Glenn Morgan, ACSW

DON'T....

...tell parents all the things that they should do for their handicapped child.

...make parents feel guilty or defensive about the things that they have or have not done.

...compare their child with other children.

...point out all the problems that the child has or will be expected to have because he's handicapped.

...be the expert who knows all the right answers.

DO......

...understand that when parents first hear that their child has a handicap that there is a very important period of adjustment that must take place before they can "accept the handicap."

...understand that there is never 100% acceptance of the handicapped child by the parent. ADJUSTMENT, rather than acceptance is the goal to strive for

...approach the problem from the parents point of view.

...universalize problems. "Many parents are faced with the same decision."

...point out the child's assets.

...point out things that help them feel they are "good parents."

...help parents feel that they are in control and that you are offering them your help.

...help parents examine alternatives and arrive at an acceptable approach to the problem.

...be willing to try their way even though you may not feel that it is the best way. Make a SUPER EFFORT to make it work!

...support any effort by the parents.

...remember that it is THEIR child and they must face the handicap 24 hours per day, 7 days per week.

Developed under the direction of Dr. Merle B. Karnes, Institute for Research on Exceptional Children, University of Illinois, Champaign-Urbana Campus. #1239

TALKING WITH PARENTS

1. Be positive.
   Talk about the good things you see in the child. Show that you are interested and want to help.

2. Work with the parent.
   Stress the idea that you need to work together. Tell them how important their help is. Use their help.

3. Be flexible.
   Talk to the parents on their own level. Meet in a comfortable place at a mutually convenient time. Do not present your ideas first. Seek their opinions and work together on plans solicited from them.

4. Be a good observer.
   Notice both what the parent says and what he does not say. Be aware of bodily tension, hesitation, excitability, etc.

5. Listen.
   Do not interrupt to say what you would have done. Be attentive and nod to show that you are listening and are interested.

6. Begin where the parent is.
   Help him feel relaxed and comfortable. Encourage him to talk. Find out what he likes about his child, what his concerns are, and where he wants to go next. Think developmentally.

7. Ask leading questions.
   Facilitate conversation by asking questions that require more than a "yes" or "no" answer. Avoid putting answers in the parent's mouth. Some leading questions might be: What does he do when ____? How do you feel when ___? What do you do when ____? How do you discipline your children?

8. Make comments thoughtfully.
   Use your comments to reassure, to encourage, or to carefully direct parents to relevant matters. Make sure you use the language of the parent.

9. Answer personal questions.
   Be frank, brief and truthful. Then try to redirect the conversation back to the parent.

10. Good relationships take time.
    Working with parents is a process. It takes time to develop rapport and trust. Don't try to do everything in one short meeting. The more difficult the problem, the more meetings it takes.

Compiled by Nancy Chavkin under the direction of Dr. Merle B. Karnes, Institute for Research on Exceptional Children, University of Illinois, Colonel Wolfe School, 403 East Healey, Champaign, IL. (1974). #1238

TIPS FOR SUCCESSFUL PARENT CONFERENCES AT SCHOOL

Parent-teacher conferences can be a mutually beneficial experience for both parent and teacher. They are a time for sharing facts, beliefs, feelings and questions. Both parents and teacher have much to bring to the conference because both have a very special understanding of what the child is like. If the conference is successful, everyone gains -- especially the child. Listed below are tips that other teachers and parent coordinators have found successful, and it is hoped that they will also help you to have successful parent-teacher conferences.

1. Be prepared. Know important information about the child in school. Read over the child's cumulative record folder, recent tests, health records, anecdoctal records from the classroom, and any other vital information. Make a mental list of what you'd like to know about his activities and behaviors at home.

2. Be a friendly host or hostess. Try to make the parents as comfortable as possible. Offer coffee if available.

3. Be positive. Talk about the good things you see in the child. Relate pleasant occurrences in the classroom, on the playground, on a field trip, among other children, as during any other activities. Be specific and don't over generalize.

4. Think developmentally. Talk about where the child is now and what the next steps are. Don't dwell on what the child cannot do. Talk in terms of what he can do and how you and his parents can help him extend and build upon his skills, knowledge, and interactions.

5. Try not to take notes during the conference. This will make the conference more personal and will show the parents that you are listening and interested in both their child and in them. Review basic interviewing skills of observation, listening, clarifying, questioning, leadership, redirection, and asking leading questions.

6. Be highly sensitive to individual needs and respond in ways to assure that needs are met.

7. Maintain an objective yet warm relationship. Avoid the promotion of dependent or too close, personal relationship.

8. Keep the discussion focused on material relevant to the well-being of the child and avoid the elicitation of irrelevant material the teacher is not professionally trained to handle. Teachers should not try to play the role of therapist.

9. Refer complex cases to another staff member or through another staff member to an outside agency. For example, discussion of marital problems is outside the teacher's realm of training. The social worker may be the person to encourage a referral to outside the school.

10. Discuss parent conferences with appropriate school staff members: principal, psychologist, social worker; to help maintain objectivity and to increase skills in involving parents meaningfully in the education of their child.

11. Ask leading questions which give parents an opportunity to express how they think and feel about their child. Examples might be: What was your child like as an infant? How do you discipline your children? How would you describe him to strangers? What do you want him to learn in school? What does he like to do most at home? Does he have a favorite toy? How do your children get along together?

12. When you give suggestions to parents, offer alternatives so that they can think about the possibilities and make their own decisions. Don't overload the parents with suggestions or decisions to make. Concentrate on one or two things and carry through on these conversations.

13. Hear criticism fully and ask clarifying questions so that you really understand what the parent means. Avoid arguments and answer questions as completely and truthfully as possible. If you don't know some information, be honest and, if possible, find it out for the parents.

14. Initiate conferences on a prescheduled or preplanned basis. A teacher should not just drop in on a parent unannounced.

15. Establish a specific time limit for each conference. Short conferences occurring frequently are more productive then prolonged conferences widely spaced.

16. Before the conference ends, summarize the major topics you talked about, agree upon any actions needed, and clarify the next steps for both the parents and the school.

17. Don't give the parents the impression that they are done with their parent conferences for the year. Extend an invitation to visit the school anytime and to talk with you about any concerns they might have. Stress that this is a beginning and that the school and parents have a real need to work together for the benefit of their child.

18. Thank the parents for coming and see them to the door. Express again your interest in working together with them.

19. Evaluate your conference and think about your strengths and weaknesses in talking with parents. Your conferences will improve if you assess your interactions, questions, preparations and attitudes after each conference and make plans for extending your strengths and decreasing your weaknesses.

20. Keep records of each conference. Notes should be recorded as soon as possible after each conference. These notes should be carefully reviewed when planning the next conference.

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PARENT PARTICIPATION

Language Development in the Home

Parent participation is an essential part and a rewarding outcome of a language-experience approach. Most parents can and will participate in at least three areas of language development if they understand what the areas are and that they are emphasized in the school program. An explanation early in the school year should point out that the language-development activities that will be suggested for the home can be a natural part of family life. They require a minimum of time and of special materials. They will strengthen and exercise the skills presented in the school program.

Areas of Major Emphasis

1. Activities and experiences which increase vocabularies and make them useful in communication.

   Children are expected to know new names of things and how to describe the people, things and ideas in their environment with new words. They extend their vocabularies with words that tell how things move and how things relate to each other. They contrast and compare the things they they can see, hear, touch, smell and feel.

2. Language study which relates children's own speech to writing and reading.

   Children study language in many ways to understand the relationships between what they say, how an alphabet is used to represent the sounds of language, and how those sounds can be recalled by people who can read printed materials. Phonics is introduced and elaborated constantly as each child dictates stories and observes the teacher and parents write his sounds with letters of the alphabet. Children learn to write and read simultaneously. They do not have to wait to learn to read until they know their sounds and letters. They do not have to wait to learn to write until they have a sight vocabulary.

3. Contact with ideas and language of other people.

   The ideas and language of other people are used an valued as means of increasing thinking power and language power. Children listen to stories, view films, listen to recordings, view paintings and photographs, and come in contact with ideas and language in many ways that influence their own ideas and language.

Mutual Concerns of Home and School

Parents have many questions and concerns about a language-experience approach. Do not expect that simple answers and explanations will solve the basic problems of home-school relations.

Close, frequent and friendly communication with parents who are participating in the educational processes will alleviate most of the fears and concerns. Parents will reveal that they have the same basic concerns as teachers.

They value the idea that each child is a worthy human being and that his personal dignity must be upheld. The only program that really interests them is one that helps their children go live a better life and grow into a finer human being.

Parents know from experience that children must have activity and rest, companionship and privacy, stimulation and tranquility. If they can understand from the begining that activities are planned only to benefit their children, they will not be anxious about specific things taught.

They know about readiness and motivation. They may not use these words, but they are familiar with beginning stages of walking, talking and other developmental tasks. None of them gave their children a series of predetermined, prescribed lessons to assure the development. They lived with them in ways that stimulated a child to try, and accepted his performance. They took clues from what they heard and observed and they experienced.

When communication with the school opens up, parents appreciate a program that continues to respect readiness and to motivate children in areas of development not possible in the typical home.

Parents know about learning through experience. Even though some of them have had little time to take their children on trips, to play games with them, or to read to them, they understand that experiences such as these result in learning, especially when accompanied by discussions with adults and other children.

Parents know that young children are active and unconcerned about neatness. They understand already that young children who are in school for half a day or a whole day must have freedom to move, active play experiences, time to talk, nourishment and many materials with which to express their ideas and their feelings. They know from experience that suppressive techniques usually result in trouble.

They know that language develops in a setting of oral communication - talking and listening. The natural procedures at home have resulted in the child's developing conversational ability using hundreds of words and many kinds of sentences. Most parents will appreciate an extension of personal language development by professionally trained teachers that will accelerate processes of writing and reading.

Parents will join in language development experiences if they feel that they are needed and if they are given suggestions that require a minimum of time and of special materials.

Opening Up Communication

Teachers of young children work in different ways to open up avenues of understanding and communication, but most of them include parents or parent substitutes in educational planning. Some successful ways are:

1. Visit pupils' homes to express an interest in the child entering the class and his family. This investment of time can save endless hours later.

2. Make telephone calls to each home before or immediately following registration to talk on a friendly basis.

3. Plan a staggered registration schedule, with a few parents and children coming each day. During the registration day parents can spend some time in each learning center with their child, listening to records with headsets, viewing a filmstrip, looking through a magnifying glass, or painting a picture. Some teachers have a bulletin board to display parents' paintings as well as those of children. Parents who have never before painted at an easel begin to understand the satisfaction and the importance of expressing one's ideas and feelings with paints.

4. Write personal notes inviting parents to come to school a few at a time as your guests. They can stay in the classroom and work in the learning centers, visit the school nurse, eat in the cafeteria, play games on the playground, get acquainted with the principal, and visit other classrooms to see the development that is possible over a period of years. Parents of children entering school need very much to see where reading-of-print instruction occurs.

5. Plan a meeting of parents early in the school year. Arrange a program that permits parents to get acquainted with each other as well as with teachers. Let them paint, cook, listen, view, construct, read to each other, dramatize stories and sing together. Following some of these experiences, identify some of the learnings inherent in the activities - especially the language learnings. Undergird your language-experience program with real experiences for parents.

LANGUAGE SUGGESTIONS TO PARENTS

Give the child a chance to talk; be a listener as well as a talker.

This principle is so important. All the emphasis so far has been on encouraging the bombardment of the child with spoken language. But children need time to respond and to talk. Parents need to increase their awareness of the child, to add pauses and periods of silence - attentive silence, expectant silence which shows the child that speech is expected and gives the child an opportunity to demonstrate his understanding, to imitate or verbalize.

Respond when your child vocalizes.

This rule pertains to the need to positively respond when oral communication is attempted. First the parents must become aware of their child's vocalizations. They must constantly be receptive to these vocal attempts, reward them with hugs, pats, kisses, laughs, smiles, anyway the parents feel comfortable in expressing to the child, "I like what I hear." "I like the sounds you are making." As the parents become more skillful and the child becomes more vocal, then the parents become more selective in rewarding and encouraging vocalizations that are more refined, that contain new sounds, have new inflectional patterns, and are beginning attempts at verbalizations.

Reward your child when he attempts to say a word.

These attempts most likely will be imitative at first, but the parents need to respond overly, with movements and expressions that leave little doubt in the child's mind that he has done something very special. As words become more frequent and predictable, then the parents response is now reserved for other new words and their combinations.

Repeat the child's word and put it back in a sentence.

The child may say "ow" for "cow." Mother immediately says "a cow," "I see a cow." By this action mother tells the child four things: (1) that she heard what her child has said, that she understands and, in fact, can match his utterance with her own; (2) In this example she has also provided her child with correct phonemic feedback, by adding the missing (k) sound; (3) She has expended his verbal output and provided syntactic feedback that expresses his thoughts and actions more completely as he points and says, "cow."

When your child uses telegraphic speech, repeat his thoughts in a complete sentence.

Telegraphic speech simply refers to the child's reduction of "Daddy work," the child says to which the mother responds with great pleasure and excitement, "Yes, Daddy is at work." If this were among the child's early attempts to combine words to convey thought, it should immediately be followed with very positive reinforcement, such as a hug or a kiss. If telegraphic speech, such as this example, is fairly consistent, then mother's response may simply consist of an enthusiastic, "Yes, Daddy is at work." The hug or kiss or few minutes of play with mother would be reserved for fewer new word combinations. In this manner mother is again reinforcing the child's attempt to communicate verbally, but she is aware of constantly providing the syntactic model for the child's language growth.

Expand your child's present vocabulary by adding new words.

It has been observed that as a child acquired words and phrases, the tendency of the parent is to communicate with his child within the restrictions of his known vocabulary. Once the child has learned the word "pocketbook," for example, the mother needs to begin exposing him to the word "purse." The parents need to constantly expand their children's vocabularies.

When the child uses incorrect language, say the sentence correctly.

"He brung a doll," says the child. Mother responds with interest, "He brought the doll." Corrective feedback is an undergirding principle and process which determines the child's learning of syntax.

Expose your child to new sentence forms.

Being a good language model for a young child does require that parents regress to an earlier, more simplified and concrete way of talking. But just as the parents must regress for a certain period of time, they also must be aware continually of their child's understanding and his progression in language acquisition. Their awareness of his growth in understanding and usage serves as a guide on which they must base their own talking going from simple to more complex linguistic structures. For example: A child says, "Jimmy and Mom are going to town." Mother might say, "We are going to town. We will go to town after lunch."

When your child expresses a thought, expand this thought with new information.

Here the child might come to mother bearing a gift of flowers. He says, "I picked some flowers." Mother might say, "You picked some flowers for me? Thank your. I love flowers. We need to put the flowers in water. Flowers need water to stay fresh and pretty." You can see by this example that the parent has gone well beyond the here and now of what the child is doing and saying. She is rather attempting to bring her child new information. In this specific example, the information relates to cause and effect, as well as to generating an attitude of feeling about her having received the flowers. Children need exposure to this kind of spoken communication.

PARENTS AS TEACHERS

Methods to be Used in Presenting Lessons

The methods which the parent uses in presenting the lessons will determine not only how much the child will learn, but also, how the child feels about himself and how he will come to feel about doing learning activities in general. It is, therefore, of the utmost importance for anyone who works with the child to be aware of the following points.

1. Praise the child often for his efforts as well as his successes.
2. Remove as much auditory and visual stimuli as possible which might distract the child, such as toys, a television set on, other children playing in the same room, etc.
3. Do not take the child away from an activity he is enjoying to do a lesson.
4. Present the lesson when the child is wide awake, in a good frame of mind, and not hungry.
5. Never force a child to do or continue a lesson. The attention span and readiness to do a lesson will vary from child to child and from day to day with the same child. If the lessons are presented in an interesting and enthusiastic way with the child receiving praise and little criticism for his efforts, the child will learn to enjoy doing the learning activities. If lessons are too long, presented in a disinterested way, or marred by too much criticism, the child will learn to dislike doing the learning activities.
6. Physical and verbal punishment or criticism inhibits learning. Criticism may not only be that which pertains to child's performance of task, but may also be other comments like "Sit up straight." "You didn't listen to me. Now listen." and other such comments stated in a reproving tone of voice. Facial expressions as well as what is said and tone of voice are important in building the child's self-confidence or destroying it.
7. Be flexible in your approach to the child. Adjust the lessons and the methods to fit the child's personality. Some children are passive, some very active, some "warm-up" slowly, others quickly to new situations, and so forth. Remember that you want the child to grow in self-confidence, learn how to learn, and enjoy learning.
8. When beginning the lesson, assemble all the materials.
9. Come to the activity with enthusiasm. If you are interested and eager, the child will sense it. If you sound like you enjoy this time with him, the child will more readily enjoy it, too.

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HOW TO USE SPECIFIC WORDS

Use Specific Words to Tell About Position

You should always try to show and tell clearly where something is located or when something will happen. The words you choose and the way you put the words together can help your child learn more quickly. When you talk about the location of something or the time of an event, try to use statements like these:

Say: "The blocks go in the box below the window."
Instead of: "They go over there."

Say: "The puzzle piece is on the floor under your chair."
Instead of: "There it is."

Say: "The pegs are on the bottom shelf beside the puzzles."
Instead of: "Right over there."

Say: "We will go outside at 10 o'clock."
Instead of: "Later on."

Use Specific Words to Tell About Action

You should always try to show and tell clearly how a person or animal or thing is moving or acting. Some words "say" much more than other words, as you can see in the examples here:

Say: "Robert skipped down the walk."
Instead of: "Robert went down the walk."

Say: "The cat is chasing the bird."
Instead of: "The cat is after the bird."

Say: "The horse is galloping."
Instead of: "The horse is running."

Say: "Wanda is walking slowly."
Instead of: "Wanda is walking."

Say: "The sun was shining brightly this morning."
Instead of: "The sun was bright."

Use Specific Words to Tell About Things

You should always try to show and tell clearly the kinds of things you are talking about. Some words tell much more about things than other words do. If you use the words "This" or "That" or "These" or "Those" all alone, you don't give as much information as you could. Here are some suggestions:

Say: "This ball has a round shape."
Instead of: "This is a circle."

Say: "May I have the longest block?"
Instead of: "May I have the big block?"

Say: "The long, thin hand and the short, broad hand of the clock."
Instead of: "The big and little hands of the clock."

Say: "This sandpaper is rought; the board is smooth."
Instead of: "This is rough; this is smooth."

Say: "Do you want some more yellow paper?"
Instead of: "Do you want some more yellow?"

Say: "That animal is a rabbit."
Instead of: "That is a rabbit."

Use Specific Words That Help to Explain Ideas

When you are talking about "things," you can add words that will help make your ideas clear. For example, you can say to your child, "This is red in color," or "This color is red," instead of, "This is red." Or you can say, "This coat is gray in color," if your child does not yet know that "gray" is a color. Here are some more samples:

Say: "This has a rough texture."
Instead of: "This is rough."

Say: "Feel the skin of this fruit."
Instead of: "Feel the skin."

Say: "Yes, the blocks are all the same color, red."
Instead of: "Yes, the blocks are all the same." (or, "they match")

Say: "The handle of the saw is cracked."
Instead of: "The handle is cracked."

Use Specific Words to Give Instructions

You should try to say exactly what you want your child to do. Don't just give hints. Be sure the child knows clearly what you expect. Don't use words that could be understood in several different ways. And try not to use "Don't" in telling the child how to act. Here are some ideas:

Say: "Keep the paper on the table."
Instead of: "We don't put paper in our mouths, do we?"

Say: "You have some blocks. You keep these blocks and let him use the others."
Instead of: "Wouldn't you like to share your blocks with him?"

Say: "It is time to go inside."
Instead of: "Don't you think it's time to go in now?"

Say: "Hold on to the railing with both hands."
Instead of: "Be careful."

Say: "Run around the flowers instead of through them."
Instead of: "Play nicely."

Say: "You push the table and I'll pull it."
Instead of: "Don't hurt yourself."

Say: "Walk where the sidewalk is dry."
Instead of: "Don't get wet."

Say: "Stay on the floor."
Instead of: "Don't climb on the shelves."

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YOUR CHILD LEARNS

Learning Experiences

Each day in a young child's life is a learning experience which adds its part to your child's awareness of himself, his family and the world around him. Most parents are aware of the influences surrounding a child in today's world. Television, books, magazines, toys, trips, groups, playmates, brothers and sisters all exert influence over a young child.

Educators generally accept the fact that the early years are the most important ones in developing the intelligence level of a child. They now know that a child's intelligence is not fixed at birth, as was once thought, but that until about age eight a child's intellectual level can be raised or lowered by his everyday experiences.

Our concern here is to encourage as great a variety of worthwhile experiences as possible before the child enters school.

What Experiences Can You Offer Your Child?

1. Offer your child the single most important influence available - YOU!

    a. talk, talk, talk to your child
    b. read, read, read to your child
    c. play, play, play with your child
    d. sing
    e. smile
    f. show your child you love him
        1. by holding him close
        2. by kissing him
        3. by touching him
        4. by approving of him
    g. encourage your child to talk with you by discussing stories you've read, places he has seen, things he has done, what he is thinking about, what he likes or does not like, etc.

2. Expose your child to as many resources in the home as possible:

    a. books
    b. music
    c. television
    d. art materials (scraps, scissors, paste, paint, crayons, etc.)
    e. toys
    f. different foods
    g. counting objects (silverware, pans, toys, shoes, etc.)

3. Take your child outside the home:

    a. to visit friends
    b. on errands
    c. on family trips
    d. to zoos, museums, libraries, short walks in the neighborhood

4. Encourage curiosity:

   a. by questioning your child about what he has seen, thought, and felt,
   b. by answering his questions to his satisfaction,
   c. by showing him your willing attitude to listen to him and his questions and thoughts,
   d. by encouraging him to react to all he has seen, heard and done.

5. By your example, teach your child the importance of respect:

   a. for himself,
   b. for you - his parents,
   c. for other people,
   d. for possessions,
   e. for other people's opinions and ideas.

All of the aforementioned activities will stimulate a child's learning level, but in the process something else of value probably will be happening. The child' own image of himself as a person will be developing. Educators call this "self concept."

A child develops his self-concept gradually over a long period of time and his understanding constantly changes and grows. His view of "self" consists of many experiences which contribute to make him what he is and what he is going to be. His inner world of ideas, attitudes, and feelings - the way the child sees himself and feels about himself - and all of the meanings he has attached to the word "I" make up his self-concept.

Your goals as parents should be to help develop a positive self-concept in your child. If your child has developed this valuable trait he will:

1. view himself as a special and valuable person,
2. become involved in a happy home environment where he is accepted by the parent as a member of the family,
3. use a variety of materials which give him the satisfaction of achievement,
4. become aware of himself as a member of the family.

The activities given here will help you decide if your child is developing a desirable self-concept.

The child, according to his age:

1. can respond by a look a smile or words when spoken by the parent.
2. recognizes his own clothing.
3. responds when his name is used in conversation, singing, games, being called, etc.
4. can see his head and face in a mirror; identify the parts and tell what they do (eyes-see; nose-smells; mouth-eats, etc.)
5. can see the whole of himself in a full-length mirror or pictures; identifies the parts of his body and tells or shows their use.
6. can tell the difference between himself and another person in a mirror reflection.
7. is able to use the various parts of his body appropriately.

8. sings, laughs, smiles, talks more frequently than he pouts, cries, frowns or whines.

9. plays happily with brothers and sisters or friends more often than he fusses with them.

10. is willing to try new experiences without unusual fears.

11. shows a developing sense of humor when something amusing is presented - a funny picture, song, sound, or story.

12. is willing to amuse himself for a period of time.

13. is able to find things about himself that he likes.

14. is able to deal with frustration and anger in acceptable ways.

15. is able to recognize and be friends with persons other than the immediate family.

16. is willing to wait his turn.

17. is curious about his surroundings and likes to explore away from his parent.

18. can accept responsibility for small chores.

19. understands and accepts the word "no".

20. does not intentionally harm himself or others.

21. has none of these indications of fear to excess:

    a. nightmares
    b. poor speech
    c. bed-wetting
    d. over-dependency
    e. hyperactivity
    f. extreme orderliness
    g. frustration

22. can decide how to approach a problem.

23. can turn to adult for help.

24. enjoys affectionate behavior and responds appropriately.

25. responds positively to loving words and tones, good smells and good tastes.

26. develops a sense of trust in those around him.

27. can communicate his needs, thoughts, and desires to adults.

TOYS AND ACTIVITIES FOR PARENT AND CHILD

(Source Unknown)

Paper Box

Large enough for child to sit in with legs curled up.
Imagine: car, boat, plane, delivery truck - or - cave, jail, fort, castle
Moveable: may be pushed, or tie a string so it can be pulled.
Remove the Flaps - becomes a tunnel - crawl through; a car - honk, honk; bird - peep, peep; train - choo, choo; rabbit - hop, hop.

Playhouse (refrigerator carton)
Cut out door, windows and let children finish it. Window box from shoe box; furniture from cartons; stove from inverted box with painted elements; sink from two boxes with one facing up placed on top of one facing down.

Cans

Choose so they fit into each other; juice cans, etc. - painted different colors.
Child can build towers; learn sequencing from big to little, small to large.
Use cans to trace big and little circles.
Can then color them same as can and match any color.
Cut out the circles and paste onto paper.

Jars and Bottles

All should have screw tops.
Have child put tops on the proper bottles.
Once he can do this, have the child take tops off.
Have a box; child puts the bottles in the box and places the tops outside the box (on, off, in, outside)

Clothespins

Get child to listen to "click" sound.
Fence or Castle: empty can; put pins around the top (castle). Place them inside and they become animals or soldiers.
Fort: shoe box; cut a door, leaving one side for hinge.
Road: end-to-end pins; one side is smooth road; other side is bumpy road. Fingerwalk down the road; pretend different animals and make the appropriate sounds.
Tracks: for a railroad; two rows together.

Items Commonly Found Around the House that Could be Used as Education Devices

1. Pots, pans and fitted lids (sequencing, matching, What's Missing?, big and little, prepositions, sounds)

2. Sets of measuring spoons or cups (matching, nesting, stacking)

3. Aluminum pie tins (sorting, matching)

4. Metal percolator parts (complex pattern)

5. Empty milk cartons (sorting, stacking) (½-gallon top cut off for building blocks)

6. Mirror (self-image, self-concept, hide and seek)

7. Muffin tins, egg cartons, small plastic containers (for sorting textures)

8. Beans of all kinds (sorting after 2½ years of age when child does not put everything in the mouth)

9. Safety pins, nails and crews of different sizes (matching, sorting textures)

10. Buttons (size, color, sorting, matching textures)

11. Magazine pictures covering different areas of learning (classification, identification, labeling of animals, furniture, fruits)

12. Silverware (sorting, matching, patterning), wooden spoon, metal spoon (difference in sounds, sharp, blunt)

13. All items (one-to-one counting)

14. Use of clothing of all sorts (self-help skills, matching clothing to body parts, color matching)

15. Use of plastic, unbreakable items such as dishes, glasses, coasters (all concepts)

16. Cookie cutters and outlines (puzzles and lotto games)

17. Large newspaper on wall (outline of child's silhouette with black felt marker, child fill in features or identify).

18. Foods (shapes, sizes, colors, textures, tastes)

19. Furniture, kitchen equipment, food, boxes, containers (prepositions, colors, textures)

20. Magazine pictures of situations for discussion about attitudes and feelings (how many, where are they going, what happened)

21. Sequence cartoons in newspaper

22. Bars of soap, cereal boxes, can, jellow boxes, pocket and regular size combs (opposite concepts)

23. Clothing, dishes (differences such as shirt-long, short, sleeveless; shoes-high, low, laced, buckled; pants-long, short)

24. Puzzles made from magazine pictures (glued to cardboard, or backed with clear plastic, self-adhesive paper, cut out by teacher, can be outlined on another cardboard for easy matching)

25. Many things in the home have something special in common (color, make noise, similar shape, texture, hot-cold, liquid-solid-powder)

26. Clothes for fine motor coordination (buttons, buttonholes, zippers, snaps, laces)

27. Pictures of furniture and appliances (match item to location in home, fine geometric shapes in picture and real items: circle-phone dial, doorknob, cloth; square-table, windows; rectangle-door, refrigerator)

28. Spools, thread (stringing, sorting, stacking, matching)

29. Hardware items, small pipe fitting (matching, sorting, fine motor coordination)

30. Scraps of material (textures, cutting, pasting, elasticity)

31. Paper bags (drawing, sizes, puppets, costumes)

32. Puzzles of geometric shapes (divided in half, fourths)

33. Toilet tissue and paper towel roller tubes (sizes, shape, rolling, pushing, spying, design painting, matching tube end to circle on paper)

YOUR CHILD'S WORK-PLAYROOM

(A Guide for Christmas and Birthday Shoppers)

In the home, a child needs a balanced assortment of tools (sometimes called toys) with which to work. The interest centers in a well-planned nursery school can be duplicated in miniature depending upon space available in the home and by choosing some items from each category below. Basic furniture needs include storage facilities - shelves preferred - and a low work table with chairs. (Items starred are basics.)

DRAMATIC PLAY NEEDS

Housekeeping equipment
Dolls for both girls and boys
Dress-up clothes*
Large blocks or cardboard cartons and playboards - to build store, etc.
Cars and trucks*
Telephones, puppets, cash register

GROSS MOTOR ACTIVITIES

Tricycle or bicycle*
Wagon*
Skates, jumpropes, hopscotch, spring horse, punching bag
Large boxes, planks
Climbing equipment or swing set
Rubber or sponge balls

EYE-HAND COORDINATION

Puzzles*
Shape Fitters*
Peg Boards
Pounding bench, large nails and hammer
Small blocks, Tinker Toys, Lego sets, Lincoln Logs, erector set
Small dolls, farm sets, doll house
Sewing cards or threading block
Kinesthetic alphabet letters
Dot-to-dot books when ready

SECURITY AND SOCIABILITY ITEMS

Stuffed animals - only one favorite usually needed
Blanket (children choose own security item - purse, small car, stick, etc.)
Table games when ready to play quietly with others
Animal twister, baseball and bat, football, croquet

MUSICAL CENTER

Simple to operate phonograph*
Phonograph records*
Toy musical instruments - may be homemade rhythm items
Baton, net dancing costume for girls

LITERATURE AND SOCIAL STUDIES

A well chosen book or books*
Collection of interesting magazine pictures
Globe
Road maps
Puzzle maps
Viewmaster and slides

SCIENCE

Magnifying glass
Magnets
Pet and responsibility for its care
Garden tools and seeds
Flashlight
Toy telescope or binoculars
Real watch or clock

CREATIVE ARTS

Ream plain paper, preferably double size*
Construction paper in assorted colors*
Blunt scissors, school paste, white glue, large crayons and pencils, felt-tip markers, stapler and staples, paper clips, colored chalk*
Play Dough, rolling pin, cookie cutter*
Finger paints and water paints
Collage materials box - assorted scraps
Chalkboard and/or easel nice additions
Activity kits such as Spiro-sets, tracing forms
Well chosen coloring books, paper dolls
Real carpenter tools, small size

SUGGESTED SUMMER ACTIVITIES FOR PARENTS

WRITE YOUR OWN BOOK - Keep a diary with your child for a month. Try to set aside a time each evening when you talk about what has happened that day and then write it in the diary or make a picture diary (you and the child can draw pictures of what happened or what the child did that day).

RAINY DAY WALK INSIDE - Look for things made of wood.
Look for things made of glass.
Hunt for big things, blue things, pairs and opposites, things with certain letters or numerals on them, things that start with the same beginning sound.

LOOKING OUT THE WINDOW - Talk about all the things you see. Describe them by shape, color, size or number, or use.

GROWING THINGS - Sweet potato, citris seeds, lima beans.

TREASURE HUNTS - This will give the child practice in following directions.

SANDCASTING - Make shapes and buildings in sand. Talk about what you have made.

TRIPS TO ZOO, PARK, SHOPPING, RELATIVES, ETC. - Be sure to talk about names of things seen, what they do, their color, shape, size, how many, etc.

SCRAPBOOKS - On anything that is of interest to the child. Encourage classification.

READ TO YOUR CHILD - Ask the child about the story, what happened, who was in it, etc.

CUTTING WITH SCISSORS - Use child size, blunt scissors. This may take much or little guidance depending on your child's ability.

FINGER PLAYS AND SONGS

ALPHABET AND NUMBER COLORING BOOKS

SWIMMING, RUNNING, JUMPING, PLAY BALL, PLAY TAG, GET LOTS OF EXERCISE

EDUCATIONAL TV

MAKE THINGS - Once in a while, let your child help in cooking, building, gardening, and washing cars, etc.

TAKE WALKS - Nature walks for what you can see, sound walks for what you can hear.

SCAVENGER HUNTS - Give the child a picture list of items. Help him to find them, check off items as you do find them, give prize when all items have been found.

YOUR CHILD'S PARENTS - YOU!!

A parent's first loyalty is to his family and children ahead of any other. He also looks after his own interests. He does not sacrifice them for the sake of his child. But he is ready to make sacrifices in terms of comfort, income, leisure, time or property, to provide for his family's needs.

A parent keeps learning about himself, his child, and the world. He learns with his child. He keeps abreast of events, trends and knowledge. The parent selects those features that aid his child and shelters him from others that are potentially damaging, no matter how popular they might be.

A parent shares his feelings with his child. He listens to him more often than he talks. He asks questions more often than he makes statements. He lets his child see him laugh and enjoy himself.

A parent gives his child experience in the real world and as much freedom as he can handle at each stage of development. He wants for all children what he would have for his own.

A parent is playful, shares, and takes an interest in his child, his activities, friends and schooling. He instills in him a sense of urgency to be somebody who does things, from birth on. He encourages his child to discover and follow his own interests.

A parent knows that he can make mistakes and admits them. He allows his child the same privilege without his suffering a sense of defeat. He lets his child know that every error can be forgiven, but not every action excused. He gives his child opportunities to make good.

A parent likes himself, his work, and his family. He respects his own, as much as other people's ideas and rules.

A parent wants his child. He has a biological need to have one or more children. He does not need to see himself mirrored, improved, or fulfilled through what his children are going to become. He does not feel that he has failed if his children don't fulfill his expectations.

A parent can see ahead. He is aware of the problems that may face him, as a parent, and his children. He is prepared, and he prepares his children. He is prepared and prepares his children before the event, for problems of safety, health, learning and behavior. He knows that no pat recipe, formula, or answer exists and he does not pretend to know everything.

THE RIGHTS OF PARENTS

1. The right to place firm limits upon the behavior of children any time they infringe upon the rights of other people (including those of the parents). The responsibility here is to teach the child the limits of acceptable behavior and respect for others so that he can gradually learn to be independent and self-controlling.

2. The right to require responsible work of their children, allowing them to routinely do meaningful work in the household. The responsibility is to teach the child self-respect, good work habits and work satisfaction.

3. The right to take time off from the job of being a parent (and allow the child time off also). The responsibility is that parents need to teach children that it is OK to take time off from work, and that the parents' physical presence is not necessary for the survival of the child. If parents do not take time for adult fun, apart from the children, they may unintentionally teach the child to expect them to be constantly available or on call.

4. The right to stand your ground and follow through with discipline, when the child tests the limits. The responsibility is to teach that consequences are unavoidable when they impose upon the rights of others.

5. The right to be truthful about your feelings, ideas, and standards. The responsibility is to set the stage for good two-way communication with your children by giving the example of honest frankness.

SOME PSEUDO-RIGHTS OF PARENTS

1. The right to know everything their children think. Children have the right to the privacy of their thoughts.
2. The right to the approval and understanding of their children. Children may not always understand or approve of their parents, and have the right to complain or disagree.
3. The right to tease or laugh at their children. This is often practiced "in fun," yet kills self-esteem and encourages a lack of self-respect.
4. The right to expect love. This is theirs to give or withhold.
5. The right to expect respect. This is a privilege earned and deserved by parents who exercise their rights.

CHILDREN'S RIGHTS

Children, whether they are normal or handicapped, expect the responsible adults in their lives to assist them in handling problems and in controlling their behavior; but children do have rights which adults must learn to respect. Children whose rights are not infringed upon are more likely to be receptive to learning, and, therefore, the specific delineation of these rights follows:

1. The child has a right to expect adults to treat him with politeness and respect. There is no excuse for an adult to belittle or shame a child as a worthwhile individual regardless of how incorrectly he may have responded to an activity.

2. The child has a right to resist if an adult places undue pressure on him. Children need to be challenged but not pressured. Pressure tends to decrease the quality of functioning and may build up resistance and resentment in a child.

3. The child has a right to independence or autonomy within his capabilities. No child should be totally dominated by an adult. Even a very young or handicapped child should be encouraged to develop independence. He has a right to expect adults to allow him the independence of which he is capable.

4. The child has a right to expect adults to provide a safe environment for him. The judgement of young children is not well developed, and adults must assume the responsibility for creating an environment in which children may be allowed to act freely within reasonable limits.

5. The child has a right to expect adults to provide for his development. The young child is like a seed planted in the soil. If he isn't provided with the conditions necessary for his growth, his development will be stunted. He has a right to expect adults to nourish his abilities so that he will blossom to the fullest extent possible.

6. The child has a right to expect his health to be safeguarded. Good health care, including regular medical checkups, vision and hearing examinations, good food and proper rest must be provided by responsible adults. While this responsibility rests largely with parents, school personnel must be alert for symptoms that suggest the need for medical referral. The child's physical health cannot be separated from his mental and emotional well-being.

7. The child has a right to indicate when he is not interested in an activity and does not wish to participate. No adult has the right to impose his ideas on a child to the extent that he is coerced. The child should be permitted to refuse to participate in a game or activity, and the adult should respect that right. When this kind of resistance occurs, it is often because the adult has not properly set the stage for learning or is asking the child to engage in an activity that is too difficult.

8. The child has a right to some individual attention from an adult. The child should not have to demand attention. Some time should be set aside each day, whether the child is in a classroom or home setting, for him to receive the undivided attention of an adult, even if this time together is for a very short period.

9. The child has a right to expect adults to dress him cleanly and appropriately. How the child is accepted by others often depends to no small degree upon how clean he is and how he looks. Only a responsible adult can safeguard the young child in this social-personal area.

10. The child has a right to expect the adults in his life to provide him with security, love and affection. A child must feel wanted and cared for if he is to develop to his fullest potential.

RESOURCES

7

RESOURCES

In the area of early childhood education for the handicapped, there is a wide variety of resources available to parents and teachers.

The purpose of this section is to point out types of resources/educational materials available and these sources.

The resources provided are:

- Developmental Guidelines for Parents and Teachers
- Parent/Teacher Made Learning Materials
- Books for Children
- Suggested Materials and Equipment
- Suggested Daily Classroom Schedules
- Information and Data Collection Forms
- Summary of Tests Suitable for Evaluating the Young Child

Additional resource information is available from:

Educational Resource Information Center (ERIC) in cooperation
with Council for Exceptional Children

Council for Exceptional Children
Information Services
1920 Association Drive
Reston, VA
Phone: Toll-Free: (800) 336-3728

National Center on Educational Media and Materials for the Handicapped
Ohio State University
ATTN: Dr. Ashcroft
Columbus, Ohio

DEVELOPMENTAL GUIDELINES FOR PARENTS AND TEACHERS

DEVELOPMENTAL GUIDELINES FOR PARENTS

COMPETENCY: Communication and Cognition

AGE LEVEL: 0-5 Months

BEHAVIOR

Quiets to rattle of spoon or sound of bell rung out of sight for 3-5 seconds, at 6-12 inches from ear
Often licks lips in response to sounds of preparation for feeding
Coos
Chuckles
Is aware of strange situation
Reaches for familiar persons
Turns head to sound of bell
Turns head to sound of rattle (crumpling of paper)
Increases activity at sight of toy
Spontaneous social smile
Excites, breathes heavily, strains
Laughs aloud
Fingers mirror image
Vocalizes attitudes
Exploitive in paper play
Discriminates strangers
Smiles at mirror image
Likes frolic play
Turns head after fallen spoon
Resists toy pull
Exploitive in string play
Plays peek-a-boo
Shows interest in sound production
Responds to sound of bell (movements frozen)
Quiet when picked up
Responds to sound of rattle
Responds to sharp sound
Regards person momentarily
Responds to voice
Vocalizes once or twice (small throaty voices other than crying, babbles)
Activity ceases or lessens at the sound from a piece of paper when it is crumpled up close to ear, or two blocks gently knocked together
Regards examiner's face, activity diminishes
Startled by sudden loud noises, stiffens, quivers, blinks, screws eyes up, extends limbs, fans out fingers, toes and may cry
Stops whimpering to sound of nearby soothing human voice, but not when screaming or feeding
Cries lustily when hungry or uncomfortable
Expression: has impassive face
Expression: has indirect regard
Makes free inspection of surroundings

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 0-5 months

BEHAVIOR

Social smile as examiner talks and smiles
Vocalizes at least four times
Anticipates excitement
Reacts to paper on face
Smiles (spontaneously)
Laughs
Has alert expression
Visually recognizes Mother
Makes direct, definite regard
Makes single vowel sounds - ah, eh, uh
Squeals
Searches with eyes for sound
Vocalizes two different sounds
Reacts to disappearance of face
Turns to voice
Sudden loud noises still distress
Definitely quiets or smiles to sound of Mother's voice before she touches him, but not when screaming
Vocalizes when spoken to or pleased
Cries when uncomfortable or annoyed

COMPETENCY: Communication and Cognition AGE LEVEL: 6-11 months

BEHAVIOR

Combines cup and cube
Puts cube in cup on command
Looks for contents of box
Looks at pictures in book
Picks up spoon before cup
Says "one word" other than mama, dada; this "one word" can be short syllable child uses consistently to designate an object
Bell, grasps by handle
Attempts to imitate scribble
Unwraps cube: "Where's the block?"
Repeats performance laughed at
Secures toy from under cup
Squeezes doll to make squeak
Lifts, replaces foot
Grasps bell by top of handle
Points at pellet released into bottle
Regards and pokes bell of clapper
Ring - string: approaches string first
Reaches image ball in hand in mirror
Fingers reflection in mirror
Turns head to bell

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 6-11 months

BEHAVIOR

Grunts, growls
Spontaneous vocal sounds (social)
Discriminates strangers
Smiles and vocalizes at image in mirror
Imitates sounds
Vocalizes four different syllables
Pats and smiles at reflections in mirror
Inspects ring
Exploits paper
Crying (m-m-m sounds)
Polysyllabic vowel sounds
Rings bell purposely
Listens selectively to familiar words
Says "da-da" or equivalent
Inspects details of bell
Vocalizes single syllable as da, ba, ka
Uncovers toys
Demands personal attention
Fingers holes in pegboard
Vocalizes deliberately as means of interpersonal relationship
Shouts to attract attention, listens, then shouts again
Babbles tunefully, repeating syllables in strings (mam-mam)
Tries to imitate adults' playful vocal sounds, e.g., smacking lips, cough, brr, etc.
Throws body back and stiffens in annoyance or resistance
Clearly distinguishes strangers from familiars, and requires assurance before accepting their advances; clings to known adult and hides face
Seizes bell in hand, imitates ringing action
Plays peek-a-boo
Responds to name, no no
Adjusts to gesture (pat-a-cake, wave hand for bye-bye)
Adjusts to words

COMPETENCY: Communication and Cognition AGE LEVEL: 12-17 months

BEHAVIOR

Has speaking vocabulary of three words (other than ma-ma or da-da)
Unwraps toy
Reaches around glass for toy
Imitates removal of pellet from bottle
Pulls out and replaces peg in Wallin Peg Board A
Uncovers box
Says two words
Puts nine cubes in cup
Closes round box

BEHAVIOR

Uses gestures to make wants known
Looks with interest at pictures in book and pats page
Follows with eyes path of cube or small toy swept vigorously from table
Watches small toy pulled across floor up to 12 feet
Points imperiously to objects he wishes to be given
Stands at window and watches events outside intently for several minutes
Jabbers loudly and freely, using wide range of inflections and phonetic units
Vocalizes wishes and needs at table
Places one round block in formboard (1 each, 3 geometric shapes)
Points to familiar persons, animals, toys, etc., when requested
Understands and obeys simple commands (shut the door, give me the ball, get your shoes)
Intensely curious
Emotionally labile
Places six cubes in and out of cup - demonstration
Imitates incipient stroke in drawing (straight vertical line)
Pats pictures in book (shows interest)
Has vocabulary of 4-6 words (including names; five words)
Inhibits grasp of dish
Uses jargon
Casts objects in play
Puts eight beads in box
Solves pellet and bottle problem (puts in and takes out)
Closes round box
Completes Wallin's Peg Board A (6 pegs in holes) when used; in 70 seconds
Builds tower of three small blocks or spools; demonstration
Puts pegs (6) in holes in 70 seconds
Has two words in speaking vocabulary besides "ma-ma or da-da" (including ma-ma or da-da says "ta-ta" or equivalent)
Imitates hitting doll with open hand (doll squeaks) (imitates simple acts)
Enjoys applause (repeats performances laughed at)
Is capable of affection, jealousy, sympathy and anxiety
Rings bell briskly in imitation
Jabbers expressively (babbles loudly)
Uncovers blue box
Drops toys deliberately and watches them fall to ground
Looks in correct place for toys which roll out of sight
Points with index finger at objects he wants to handle or which interest him (points or vocalizes)
Watches people, cars, animals with prolonged interest
Recognizes familiars approaching from 20 feet or more away
Knows and immediately turns to his own name
Shows by suitable movements and behavior that he understands several words in usual context, e.g., own and family names, bye-bye, walk, dinner, pussy, cup, spoon, ball, car
Comprehends simple commands associated with gesture (Give to daddy; Say bye-bye; etc.) (can often say bye-bye)
May hand examiner common objects on request

COMPETENCY: Communication and Cognition (Con't)   AGE LEVEL: 12-17 months

BEHAVIOR

Likes to be constantly within sight and hearing of adult
Imitates words
Seizes bell by handle and pokes clapper
Plays with or reaches for mirror image
Indicates wants
Has three words other than mama and dada
Offers toy to other person
Imitates putting beads in box (6 of 8)
Places 1 peg repeatedly
Names a few objects
Removes pellet from bottle
Builds tower of 2 cubes: demonstration (Montessori cubes)
Places one round block in blue-board (2 each, 3 geometric shapes)
Points to one named body part
Attains toy with stick
Says six words other than mama and dada
Can build tower of four small blocks or spools
Places pegs (6) in 42 seconds
Names one object (What is this?)
Follows direction to put doll in chair

COMPETENCY: Communication and Cognition   AGE LEVEL: 18-23 months

BEHAVIOR

Points to 5 body parts of self or doll
Points to 2 of 6 objects (kitty, button, thimble, cup, engine, spoon)
Repeats 2 of 4 words (ball, kitty, bird, dinner)
Discriminates 2: cup, plate, box
Uses "me," "you," and refers to self by name
Names watch, 4th series of pictures of incompleted watches
Continues to jabber tunefully to himself at play
Uses 6-20 recognizable words and understands many more
Echoes prominent or last word addressed to him
Enjoys nursery rhymes and tries to join in
Attempts to sing (and hum)
Likes to have patterns repeated, same bib, same spoon
Remembers places he has been
Likes to have short thymes sung to him
Enjoys tactile books such as "Pat the Bunny"
Is very aware of sounds such as bells, whistles, clocks
Responds rhythmically to music with whole body activity
Is satisfied with one color in painting
Turns pages of book
Enjoys simple picture book (after recognizing and putting finger on colored items on page)
Identifies pictures in book from name, "See the Kitty?"

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 18-23 months

BEHAVIOR

Demands desired objects by pointing, accompanied by loud, urgent vocalization or single words ("uses words to make wants known")
Points to 1 body part of self or doll (nose)
Points to 3 body parts of self or doll (hair, shoe, nose)
Discriminates edible substances
Names 1 picture of 5 common objects (cat, bird, dog, horse, man)
Locates two objects (hidden by examiner as child watches) (2 of 3 trials)
Points to three pictures
Follows 2 of 3 directions
Mends broken doll marginally
Attempts to follow directions (2 of 3), e.g., "Put the dolly on the chair."
Attains toy with stick
Has expressive vocabulary of at least 15 words
Joins 2 or more words in speech
Attempts to follow 3 of 3 directions
Answers 1 of 10 questions ("What is this?") (chair)
Names 3 of 4 pictures of common objects
Imitates block walking (make block walk)
Names 2 of 5 objects (ball, watch, pencil, scissors, cup)
Points to 5 of 6 pictures of common objects (many) (2 of 6-block, basket, book, flag, leaf, star)
Mends broken doll marginally

COMPETENCY: Communication and Cognition AGE LEVEL: 24-29 months

BEHAVIOR

Names 5 of 10 pictures
Names watch, 2nd series of imcomplete pictures
Discriminates 3: cup, plate, box
Follows command to give pencil, paper to examiner (choice of pencil, paper and book)
Names 3 of 18 pictures of common objects
Identifies 6 of 10 pictures from name (by pointing)
Names 4 of 5 common objects: chair, auto, box, key, fork
Repeats 2 digits (1 of 3 sets of numbers)
Draws object closer by string
Nests 4 cubes in 250
Correctly responds to request to label book
Uses plurals
Answers 6 of 10 questions
Answers correctly "What do you hear with?" (pointing or saying ears)
Enjoys picture books, recognizing fine detail in favorite pictures.
Recognizes familiar adults in photograph after once shown
Uses 50 or more recognizable words and understands many more (average vocabulary of 272 words)

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 24-29 months

BEHAVIOR

Puts 2 or more words together to form simple sentences
Refers to himself by name
Talks to himself continually as he plays
Echolalia almost constant, with me or more stressed words repeated
Constantly asking names of objects
Joins in nursery rhymes and songs
Shows correctly and repeats words for hair, hands, feet, nose, eyes, mouth, shoe on request
Likes to talk about pictures
Enjoys having stories simplified by interpreting them to him using his vocabulary, people and experiences he knows, especially his own name
Interested in sound and repetition in books, rhymes
Sings phrases of songs; generally not on pitch
Prefers colored blocks
Makes rhythmical response as bending knees, swaying, singing
Uses I, me, you, etc. in his speech
Asks for "another"
Identifies 4 of 6 of the following objects: cat, button, thimble, cup, spoon, engine
Attempts to fold paper
Recognizes incomplete watch (3rd of 5 pictures or before)
Responds correctly to 2 of 3 commands to:
(a) Give me the kitty
(b) Put the spoon in the cup
(c) Put the thimble on the block
Names 3 of the following objects: chair, automobile, box, key, fork (4 at 27 months)
Names 3 of 18 pictures of common objects
Names 3 objects of following: ball, watch, pencil, scissors and cup
Repeats 4 of 4 words, birdie, ball, kitty, dinner
Identifies self in mirror
Points to 7 pictures of 10 pictures of common objects
Can indicate correctly when asked to point to chair and leg of chair

COMPETENCY: Communication and Cognition AGE LEVEL: 30-35 months

BEHAVIOR

Recognizes minute details in picture books
Recognizes himself in photographs when once shown
Recognizes minature toys and retrieves ball 2 1/8 to 10 feet with each eye separately
Uses 200 or more recognizable words but speech shows numerous infantilism
Knows full name (gives full name)

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 30-35 months

BEHAVIOR

Talks intelligibly to himself at play concerning events happening here and now
Echolalia persists
Continually asks questions beginning "What," "Where"
Uses pronouns I, me, & you (just "I")
Stuttering in eagerness common
Says a few nursery rhymes (enjoys rhythm and repetition)
Enjoys a simple familiar story read from picture book (wants repetition day after day)
Accepts new story slowly
Repeats 2 digits (1 or 3 trials)
Gives use of test object
Repeats self in speech activity
Pretends to pick up objects from pictures, pats kitty in picture
Enjoys having adult improvise story about himself
Likes to participate in reading of story (naming animal or filling in phrases he knows)
Enjoys looking at books alone
May know all or parts of songs which he produces at home or spontaneously at school but is often inhibited in singing with others at school
Enjoys repetition of old familiar tunes
Has high interest in hearing musical instruments including phonograph
Enjoys simple group activity as Ring Around the Rosy
Labels own mud and clay products as pies, cakes
Names block structure as bridge, bed, track
Does some color matching with blocks
Identifies 6 parts of the body by pointing (paper doll: "Show me dolly's hair, mouth, feet, ear, hands, eyes.")
Names 6 of 6 common objects: chair, automobile, box, key, fork, flag
Names 8 of 18 pictures of common objects (Most of Golden ABC pictures)
Obeys 2 of 3 simple commands:
    (a) Give me the dog.
    (b) Put the button in the box.
    (c) Put the scissors beside the block.
Expresses vocally a desire to take turns
Identifies action in pictures
Names one color
Identifies 6 objects by use. Points to cup, shoe, penny, knife, automobile and iron. "What do you drink out of?"
Can indicate where fingers, shoes are
Identifies pictures from name (7 of 10)
Understands concept of one
Understands 3 prepositions (of 5)
Says 10 words in a group
Matches blocks of 4 colors (red, green, yellow, blue)
Answers correctly to request for pointing to floor, window, door
Gives first and last name
Completes formboard (Sequin) of 10 shapes in 222

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 30-35 months

BEHAVIOR

Repeats 2 digits (1 of 3 trials)
Can point to teeth and chin, on request
Says 13 words in a group
Names agent of 6 of 20 actions (What cuts? Knife)
Comprehends cold, tired and hungry
Can answer correctly "Are you a boy or a girl?"

COMPETENCY: Communication and Cognition AGE LEVEL: 36-48 months

BEHAVIOR

Matches 2 or 3 primary colors (usually red and yellow correct, but may confuse blue and green)
Says at least 1 nursery rhyme (a few, several)
Recites poem from memory or sings a song
Names all colors (recognizes 3)
Can repeat 3 digits (1 of 3 trials)
Speaks in approximately 6-word sentences
Can whisper
Can change voice to a faster rate
Can increase volume of voice
Has well-patterned inflection
Has perfected sounds: b, p, m, w, h
Places (matches) three color forms (all red, different shapes) on shape board
Adapts immediately to board reversal
Tells sex in response to "Are you a boy or a girl?"
Uses nouns and verbs most frequently
Refers to himself by pronoun (uses pronouns)
Names own drawing
Tells action in pictures
Can name 10 pictures of 18 common objects
Can name 1 pictured animal (1 of 2) from memory
Can count 2 blocks
Can place 10 shapes in place (2 of 3 trials) (109"-37 mos.; 72"-44 mos.; 63"-48 mos.)
Can build tower of 5 blocks graduated in size (Montessori Little Pink Tower 33"-38.6 mos.; 22"-44.5 mos.)
Put together 7-piece puzzle (317"-39 mos.; 208"-46 mos.)
Has 900 word vocabulary
Uses most frequently words: I, it, you, that, a, do, this, not, the
Speaks intelligibly but shows many infantile phonetic substitutions
Talks to himself in long monologue mostly concerned with the present, including amek-believe activities
Asks many questions beginning "What?" "Where?" "Who?"

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 36-48 months

BEHAVIOR

Listens eagerly to stories and demands favorites over and over again
Shows some appreciation of past and present
Uses plurals
Says full name
Verbalizes opposite analogies 2 of 3
Relates experiences, describes activities
Can repeat a six-word sentence
Comprehends 3 prepositions (2 of 5) (on top of, under, inside)
Can point to smaller of two squares
Can tell which of two pictured balls is bigger
Can tell which of 2 sticks is longer
Can tell about pictures (names 3 objects, describe 1 object, interpret 1 element correctly or incorrectly)
Can put 2-piece puzzle together
Can find pictures of animals that are alike (lotto) (Choose 1 from several animals - 4 animals selected)
Can give sensible answer to "Why do we have to take a bath?" "Why do we have stoves?" "What must we do when we are thirsty?"
Can point to tongue, neck, arm, knee, thumb
Can tell how many circles when shown 2 circles
Can match 3 of 16 silhouette pictures (Decroly Matching Game)

COMPETENCY: Communication and Cognition AGE LEVEL: 48-60 months

BEHAVIOR

Selects heavier weight invariably
Names 14 of 18 pictures of common objects
Names objects (pictured) removed, from memory (1 of 3 objects, 2 of 3 trials)
Can make opposite analogies, 2 of 5
Can identify and point to pictures described, 3 of 6
Matches and names 4 primary colors
Reads by way of pictures
Can tell how many circles when shown 3 circles
Can speak in nearly complete sentences
Appreciates past, present and future
Can repeat 1 of 2 sentences correctly:
(a) We are going to buy some candy for mother.
(b) Jack likes to feed the little puppies in the barn.
Can obey commands using 4 prepositions, ball and chair
Gives connected account of recent events and experiences
Gives home address and (usually) age

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 48-60 months

BEHAVIOR

Externally asking questions "Why?" "When?" "How?", and meaning of words
Makes only a few infantile substitutions in speech
Can respond correctly to, "W hat on your head. Shoes do on your _____?" (feet, foot)
Can put together 2-piece puzzle in 3 seconds
Can put together 3-piece puzzle in 46 seconds
Can put together 7-piece puzzle in 150 seconds
Can stack 5 blocks graduated in size in 14 seconds
Can answer and point correctly to "Where is hour head?"
Can put together 4 piece puzzle
Can match 4 of 16 silhouette pictures
Can repeat together, "I have fun playing with my friends."
Can compare 3 pictures (Which one is prettier?)
Can tell pictorial likenesses and differences (on 3 of 6 pictures)
Can tell material objects are made of (2 of 3, chair, dress, shoe)
Can follow 3 commands in proper order
Articulates, not in an infantile style
Defines 4 words in terms of use
Repeats 4 digits (1 of 3 trials)
Counts 4 objects and answers how many
Listens to and tells long stories sometimes confusing fact and fantasy

COMPETENCY: Communication and Cognition AGE LEVEL: 60-72 months

BEHAVIOR

Can form rectangle of 2 triangular cards (is shown completed rectangle)
Names four primary colors and matches 10 or 12 colors
Can tie single knot around pencil
Can speak fluently and correctly except for confusions of s/f/th
Loves stories and acts them out in detail later
Can judge weights (1 error in 5 trials)
Can define 2 of 3 of the following objects
Gives home address
Gives age and (usually) birthday
Defines concrete nouns by use
Asks meaning of abstract words
Knows name of following coins: penny, nickle, dime
Can tell similarities or differences in 9 of 12 pictures
Gives descriptive comment of 1 element with enumeration (names 3 objects spontaneously)
Follows 3 of 3 commissions
Gives sensible answers to 2 of 2 questions
Asks meanings of words

COMPETENCY: Communication and Cognition (Con't) AGE LEVEL: 60-72 months

BEHAVIOR

Learns left from right
Can count 6 objects when asked "How many?"
Can tell agent (producer) of 16 of 20 actions in 86 seconds
Matches 12 pictured silhouettes (of 12) in 160 seconds
Stacked 5 blocks, graduated in size, in 10 seconds
Can tell which is bigger when asked "Which is bigger, a cat or a mouse?"
Placed 10 pieces on picture puzzle to complete puzzle
Can tell what number follows 8
Can tell the number of pieces one has if something is cut in half
Matched 12 pictured silhouettes (of 12 in 133 seconds)
Completed manikin puzzle tests 5 parts with on reversal
Can tell how a crayon and pencil are the same and how they are different

COMPETENCY: Psychomotor Skills AGE LEVEL: 0-5 months

BEHAVIOR

Lifts head when held at shoulder
Postural adjustment when held at shoulder
Lateral head movements
Prone, makes crawling movements
Retains red ring (when ring is placed in hand)
Supine, arm thrusts in play
Supine, leg thrusts in play
Head held erect when held at shoulder for 3 seconds outstretched, or both arms flexed, knees apart, soles of feet turned inward, when lifted head falls loosely
Held sitting, head falls forward with back in one complete curve (marked head lag)
At rest, hands closed, thumbs turned in
Prone, head immediately turns to sides; arms and legs flexed under body; buttocks humped up
Held standing on hard surface, presses down feet, straightens body and often makes reflex stepping movements
When cheek touched, turns to same side; ear rubbed, turns away
Prone, lifts head momentarily
Supine, rolls partway to side
Dorsal suspension lifts head
Turns from side to back
Prone, holds head in midposition
Held sitting, head position predominately erect
Prone, lifts head up (90 degrees; for several seconds)
Prone, lifts head and upper chest well up in midline using forearms as support, legs straight out, buttocks flat (for 10 seconds)

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 0-5 months

BEHAVIOR

Held sitting, holds head steady, set forward
Rolls over
Held standing, lifts foot
Limbs more pliable, movements smoother and more continuous
Waves arms symetrically
Kicks vigorously, legs alternating or occasionally together
Held sitting, holds back straight, escept in lumbar region, with head erect and steady for several seconds
Held standing with feet on hard surface, sags at knees
Supine, holds head in midposition
Held standing, bears some weight on legs
Held standing, lifts one foot
Pulls to sit, no head lag
Balances head when body is tilted
Turns from back to side
Prone, holds arms extended
Prone, verge of rolling
Sits without support (head erect, steady)
Unilateral reaching
Stands, holding on
Regards red ring, momentarily (regards live vision only, regards rattle 10 seconds, regards cube, spoon)
Prolonged regard of red ring (past midline)
Horizontal eye coordination: red ring
When fingers are pried open, grasps handle of spoon, rattle or like object but may quickly let go
Follows pencil flashlamp briefly with eyes at one foot; eyes follow moving person
Vertical eye coordination: light
Vertical eye coordination: red ring
Stares expressionlessly at brightness of window or blank wall
Shuts eyes tightly when pencil light shown directly into them at 1-2 inches
Turns eyes and head towards light
Rattle placed in hand, drops immediately
Turns eyes to red ring (at least 30 degrees, past midline)
Circular eye coordination: light
Circular eye coordination: red ring (rattle for 10 seconds, 180 degrees)
Turns eyes to red ring (30 degrees; past midline)
Blinks at shadow of hand, delayed midline regard; ring
Retains rattle briefly
Holds hands together
Regards cup or cube, spoon, raisin more than momentarily
Manipulates red ring
Glances from one object to another

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 0-5 months

BEHAVIOR

Makes anticipatory adjustment to lifting
Hans predominately open
Plays in simple way with rattle
Inspects fingers
Holds rattle actively
Contacts cup
Makes prompt regard of midline ring
Glances at rattle in hand
Clasps and unclasps hands in finger play
Watches movement of own hands (fingers)
Regards still objects within 6-10 inches for more than a second or two,
but seldome fixates continuously
Converges eyes as dangling toy is moved towards face, defensive blink felt
Reaches for dangling ring
Follows ball visually across table
Head follows dangling ring
Grasps rattle (cube)
Holds cube with ulnar-palmar prehension
Carries ring to mouth
Inspects own hands
Closes on dangling ring
Manipulates fingers
Recovers rattle from chest
Regards rattle in ahdn
Regards pellet (raisin; attempts to get)
Reaches for cube
Has eye-hand coordination in reaching
Picks up cube
Retains two cubes
Transfers object from hand to hand
Recovers rattle from shoulder
Pulls down suspended ring
Reaches with two hands to approach rattle, bell
Grasps with near hand only for rattle, ring
Montessori cubes: grasps one on contact
Lifts inverted cup
Reaches for second cube
Bangs in play
Makes sustained inspection of red ring
Sits, looks for yarn
Rakes raisin, attains
Rotates wrist

COMPETENCY: Psychomotor Skills AGE LEVEL: 6-11 months

BEHAVIOR

Sits alone 30 seconds
Rolls from back to stomach
Lying on back, raises head from pillow
Lifts legs into vertical and grasps foot
Sits in pram and turns from side to side to look around him
Moves arms in brisk purposeful fashion and holds them up to be lifted
When hands grasped braces shoulders and pulls himself up
Kicks strongly, legs alternating
Rolls over front to back
Held sitting, holds head firmly erect and back straight. May sit alone momentarily
Prone, lifts head and chest well up supporting himself on extended arms
Sits propped 30 minutes
Held standing with feet touching hard surface, bears weight on feet and bounces up and down actively
When on stomach, pivots 180 degrees in order to obtain a toy which is kept just out of infant's reach
Pulls self upright
Sits: briefly, leans forward on hands
Sits erect momentarily
Supine, brings feet to mouth
Stands, large fraction of weight
Moves about on floor
Pulls self to stand
Gets to sitting
Sits by self, 1 minute erect, unsteady
Stands, maintains briefly, hands held
Prone, pivots
Sits erect without support for 10 minutes
Walks, holding onto furniture
Turns body to look sideways while stretching out to grasp toy
Arms and legs are very active in pram and bath and cot
Progresses on floor by rolling or squirming
Attempts to crawl on all fours
Stands holding on to support himself but cannot lower himself
Held standing, steps purposefully on alternate feet
Sits, leans forward, erects
Sits steady and indefinitely
Walks but needs both hands held (with help)
Stands momentarily
Creeps
Sits, goes over to prone
Stands alone well
Stoops and recovers
Walks alone
Secures cube on sight
Reaches unilaterally

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 6-11 months

BEHAVIOR

Reaches persistently
Approaches second cube
Visually insatiable; moves head and eyes eagerly in every direction
Eyes move in unison; squint now abnormal
Follows adult's movements across room
Immediately fixates interesting small objects and stretches out both hands to grasp them
Uses whole hand in palmar grasp (cube)
Watches rolling balls of 2, 1 and ½-inch diameter at 10 feet
Retains rattle
Regards third cube immediately
Puts cube, bell in mouth
Montessori cube: holds one, approaches another
Retains 2 of 3 cubes offered
Manipulates bell; interest in detail
When rattle is held in front of infant, he reaches for it with one hand, grabs, and is able to shake it
Attempts to pick up pellet (rakes, contacts)
Secures two cubes
Grasps string
Pulls out leg
Holds rattle for at least 3 minute period
Cube, radial palmar grasp
Uses one hand to approach and grasp rattle and bell
Holds one Montessori cube, grasps another
Holds two cubes more than momentarily
Shakes bell
Bangs bell
Imitates speech sounds
Pulls string adaptively; secures ring
Supine, can lift head for 5 second interval
Grasps with thumb and finger
Attempts to secure 3 cubes
Persists in reaching for toy out of reach on table
Attains ring by pulling string
Manipulates string (objects)
Secures pellet
Shows hand preference
Bangs spoon
Pellet: radial raking
Pellet: unsuccessful inferior scissors grasp
Grasps second cube
Retains second and third presented
Holds two cubes prolongedly
Fingers holds in pegboard
Holds pellet in neat pincer (thumb and forefinger)
Very observant

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 6-11 months

BEHAVIOR

Pokes at small sweet with index finger
Grasps between finger and thumb in scissor fashion
Can release toy by pressing against firm surface but cannot yet put down voluntarily
Searches in correct place for toys dropped within reach of hands
Looks after toys falling over edge of pram or table
Holds out toy held in hand to adult, but cannot yet give
May find toy hidden under cup
Spontaneously hits two objects together
Holds cube: radial digital grasp
Grasps third cube
Pushes cube with cube
Pellet and bottle: approaches bottle first
Ring - string: manipulates string
Crude release of cube
Hits cup with spoon
Pellet: grasps promptly
Pellet: inferior pincer grasp
String: plucks string easily
Cube in cup: touches cube in cup
Pellet: index finger approach
Can remove cube from cup: demonstration
Neat pincer-like grasp (of raisin)
Does not drool
Holds crayon adaptively
Pushes car along
Plays ball with examiner
Puts three or more cubes in cup

COMPETENCY: Psychomotor Skills AGE LEVEL: 12-17 months

BEHAVIOR

Attains sitting position unaided
Climbs
Sits well and for indefinite time
Can rise to sitting position from lying down
Crawls rapidly on all fours
Pulls to a standing and lets himself down again holding onto furniture (with support, cruises at rail)
Walks around furniture stepping sideways
Walks with one or both hands held (5 steps)
May stand alone for few moments (seconds)
Sits: pivots
Walks well (without help, may fall, unsteadily with feet wide apart, arms flexed and held slightly above head or at shoulder level to balance, few steps, falls by collapse, creeping discarded)

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 12-17 months

BEHAVIOR

Stands up (from supine position)
Throws ball (release with slight cast forward)
Walks aideways
Walks backward
Lets himsef down from standing to sitting by collapsing backwards with bump, or occasionally by falling forward on hands and then back to sitting
Crawls upstairs (creeps up)
Kneels unaided or with clight support on floor and in pram, cot and bath
May be able to stoop to pick up toys from floor
Pushes large wheeled toy with handle on level ground
Physically restless
Stands on right foot with help
Walks upstairs with help
Walks downstairs with help
Walks alone
Tries to stand on walking board
Beats two spoons together
Places one cube in cup and takes it out (on command)
Marks with pencil
Rattles spoon in cup
Masticates and swallows food with little spilling(chews)
Plays with several small objects rather than one
Picks them up one by one, drops, picks them up one by one (grasp and release)
Rolls ball back and forth in game
Turns pages of book
Picks up small objects with precise pincer grasp
Uses both hands freely but may have a preference for one
Recovers a cube concealed by a cup
Pellet and bottle presented, takes pellet only
Formboard: remove round block easily
Dangles ring by string
Tries to put pellet in bottle, fails
Scirbbles spontaneously (marks with pencil or crayon)
Dumps raisin from bottle - spontaneous
Scribbles after demonstration
Secures third cube
Can take and hold two small objects in one hand
Dumps raisin from bottle - demonstrative
Picks up string, small sweets and crumbs neatly between thumb and finger
Chews well

COMPETENCY: Psychomotor Skills AGE LEVEL: 18-23 months

BEHAVIOR

Walks upstairs with helping hand
Creeps backwards downstairs. Occasionally bumps down a few steps on buttocks facing forward
Picks up toy from floor without falling
Pushes and pulls large toys, boxes, etc. around floor
Can carry large teddy bear or doll while walking
Climbs forward into adults chair then turns around and sits
Uses whole arm movements in painting
Backs into small chair or slides in sideways
Starts and stops walking safely
Walks well with feet only slightly apart
Runs stiffly upright, eyes fixed on ground 1-2 yards ahead, but cannot continue round obstacles (Is able to run)
Throws ball overhand
Kicks ball forward
Walks with one foot on walking board
Walks upstairs unassisted
Walks downstairs when one hand is held
Stands up, on request; turns to side first
Stands on left foot alone
Jumps in place
Pedals tricycle
Walks on line, general direction
Picks up small beads, threads, etc. immediately on sight with delicate pincer grasp
Turns pages of book, 2 or 3 at a time
Fixes eye on small dangling toy at 10 feet
Points to distant interesting objects out of doors
Beings to show hand preferences
Watches and retrieves rolling ball 2½ inches at 10 feet
Turns knob (radio)
Shifts brush from one hand to another in painting
Makes very few painting strokes on a page often as an arc
Carries blocks around room, dumps them in mass
Places 10 cubes in cup (E dem with 1, says name do)
Places circle in rotated formboard
Makes spontaneous scribble when given pencil and paper using preferred hand
Places 6 round pegs in holes in 30 seconds (in 38 seconds)
Imitates vertical line (within 30 degrees)
Places two round and two square blocks on formboard
Can throw small rubber ball
Builds tower of 3 cubes, demo (in spontaneous play, with all sizes)
Places square in three hole formboard
Places 6 square pegs in holes
Closes oblong box
Differentiates scirbble from stroke
Can build tower of 5 blocks
Places 3 blocks correctly on formboard (triangle, square, circle)
Imitates crossing feet
Places 13 of 16 cubes in box

COMPETENCY: Psychomotor Skills (Con't)　AGE LEVEL: 18-23 months

BEHAVIOR

Places 3 shapes in 3 hole formboard
Places 6 blocks correctly on formboard (triangle, square, circle)
Builds tower of 6 cubes
Can make circular scribble, demo.
Names watch, 4th of series of pictures of incompleted watches

COMPETENCY: Psychomotor Skills　AGE LEVEL: 24-29 months

BEHAVIOR

Runs safely on whole foot, stopping and starting with ease and avoiding obstacles
Squats to rest or to play with object on ground and rises to feet without using hands
Pulls wheeled toy by cord
Climbs on furniture to look out of window and can get down again
Throws small ball with falling
Walks upstairs and down holding on to rail or wall two feet to a step
Walks into large ball when trying to kick it
Does not yet walk erect (knees and elbows are slightly bent, shoulders hunched, holds arms out and backward)
Leans forward when he runs
Abdomen protrudes less than at 18 months
Bends at waist to pick up something from floor
Can kick a ball
Stands with both feet on walking board
Jumps from bottom step
Walks upstairs alone; both feet on each step
Walks on tiptoe, few steps
Walks downstairs alone; both feet on each step
Attempts steps on walking board
Walks backward, 10 feet
Jumps from second step
Jumps distance of 4 to 14 inches
Picks up pins and thread et. neatly and quickly
Removes paper wrapping from small sweet
Makes spontaneous circular scribble and dots when given paper and pencil
Imitates circle
Turns page singly
Has well developed handedness
Immediately catches sight of, and names special miniature toys at 10 feet distance
Turns door handles

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 24-29 months

BEHAVIOR

Can place 3 forms on formboard (triangle, square, circle)
Likes to take things apart and put them together again
Uses eye muscles more adeptly than at 18 months (isn't likely to turn into things)
Can roll, pound, squeeze, pull clay
Enjoys rhythmical equipment (rocking boat, rocking chair, swing)
"Scrubs" paper with little regard for color when painting (paints several colors over each other)
Interested in painting process, not product
Uses more wrist action than at 18 months
Often experiments with taste of clay
Fills pots and dishes with sand, dumps, throws
Highly interested in water play
Builds towers of 6 cubes (for playing)
Handedness usually well developed
Prefers action toys (trains, cars, telephone)
Places 12 cubes in box (12 of 12)
Imitates horizontal line
Imitates vertical line
Imitates strokes (vertical)
Places 3 blocks (square, triangle, circle) on rotated formboard
Imitates making train of cubes
Mends broken doll exactly
Puts 6 blocks on formboard in 150 seconds
Places 16 cubes in box in 125 seconds
Puts 6 round pegs in pegboard in 20 seconds
Places 6 round pegs in holes of pegboard in 22 seconds
Names of 18 pictures of common objects
Identifies 6 of 10 pictures of common objects
Manipulates egg beater (1 of 3 trials)
Puts 6 square pegs in holes in 41 seconds
Names 4 of 5 common objects: chair, auto, box, key, fork

COMPETENCY: Psychomotor Skills AGE LEVEL: 30-35 months

BEHAVIOR

Walks upstairs alone, but downstairs holding rail, two feet to a step
Runs well straight forward
Climbs easy nursery apparatus
Pushes and pulls large toys skillfully, but has difficulty steering them around obstacles
Jumps with two feet together

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 30-35 months

BEHAVIOR

Can stand on tiptoe if shown
Kicks large ball
Tries to stand on 1 foot
Balance on 1 foot, 1 second
Walks on tiptoe if shown
Makes broadjump (14-24 inches)
Stands up on request. Pulls self to sitting position first
Walks upstairs: alternating forward foot
Alternates steps partway on walking board
Keeps feet on line, 10 feet
Jumps over string 2 inches high
Makes broadjump, 24-34 inches
Hops on one foot, 2 or more hops
Walks downstairs: alternating forward foot
Jumps over string 8 inches high
Enjoys marked rhythm of band music
Will usually run, swing to music, watching others
Experiments with vertical and horizontal lines, dots and circular movements
Paints good form at beginning but generally quick to deteriorate
May go out of bounds, painting on table, easel, floor, own hands, other children
May paint many pages with little variety
Enjoys finger painting for manipulation with little feeling for form
Continues vertical and horizontal building with blocks with beginning of symmetry
Makes pies and cakes with sand and mud, patting and smoothing them
Picks up pins, threads, etc. with each eye covered separately
Lines blocks to form "train"
Adds chimney to train
Imitates horizontal line
Paints strokes, dots and circular shapes on easel
Holds crayon by fingers
Draws 2 or more strokes for cross
Imitates V and H strokes
Places 1 of 3 color forms, all red
Places 3 blocks on formboard (triangle, square, circle) (on presents)
Adapts repeatedly when formboard is reversed
Can carry breakable objects
Likes to color with crayons
Imitates circle
Identifies 3 of the following 6 objects by use: cup, shoe, penny, knife, automobile, iron
Places 6 round and square blocks in formboard in 90 seconds
Differentiates bridge from tower
Places 3 forms in rotated formboard (circle, square, triangle)
Folds paper
Builds tower of 7 cubes (8)

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 30-35 months

BEHAVIOR

Places 6 round and square blocks on formboard in 60 seconds
Copies circle
Places 2 of 10 blocks in correct place on formboard (Sequin)
Imitates bridge
Places 16 cubes in box in 100 seconds
Places 6 square pegs in holes on pegboard 27 seconds
Makes 3-cube pyramid in 17 seconds
Places 6 round pegs in round holes in 20 seconds
Nests 4 cubes in 30 seconds
Closes fist and moves thumb
Picks longer line 3 of 3 trials
Cuts with scissors

COMPETENCY: Psychomotor Skills AGE LEVEL: 36-48 months

BEHAVIOR

Walks on a line
Turns wide corners on tricycle
Goes upstairs using alternate feet
Can hold shoulders erect
Can run
Can jump from bottom step (6-8 inches)
Can swing
Can climb nursery apparatus with agility
Uses shoulder and elbow in throwing
Guides course of the ball with fingers
Can sit with feet crossed at ankles
Can turn around obstacles and corners while running
Can turn around obstacles while pushing and pulling large toys
Kicks a large ball with facility
Squats to play on floor
Rides on a tricycle using pedal
Can walk on tiptoe
Can broadjump
Can stand on one foot with momentary balance (5 seconds, 2 seconds)
Walks downstairs one step per tread
Can walk heel-to-toe
Catches bounced ball
Can hop on one foot
Picks up pins, threads, etc., with each eye separately covered
Builds tower of nine cubes
Can close fist and wiggle thumb in imitation (R & L)
Copies V H T

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 36-48 months

BEHAVIOR

Draws head of man and usually one other part
Paints pictures with large brush on easel
Drives nails and pegs
Imitates cross, demonstrative
Imitates demonstrated vertical and horizontal strokes, differentiating them clearly (demonstrative)
Holds crayon with fingers, rather than fist
Strings beads (2 inch)
Can touch thumb to 2 of 4 fingers on same hand
Prints a few capital letters; large, single letters anywhere on a page
Cuts with scissors
Copies circle (cookie)
Can put 6 round pegs in round holes on pegboard
Can put 6 square pegs in square holes on pegboard
Builds bridge of three from model (Imitates bridge)
Copies cross
Copies square

COMPETENCY: Psychomotor Skills AGE LEVEL: 48-60 months

BEHAVIOR

Turns sharp corners, running, pushing, pulling
Walks alone up and down stairs, one foot per step
Climbs ladders and trees
Can run on tiptoe
Rides tricycle expertly
Arranges or picks up objects from floor by bending from waist with knees extended
Skips on one foot
Skips to music
Uses arms rather than hands to hold ball
Throws ball overhand (9½ inch ball, 12 feet)
Jumps, runs, or stand. broadjump (23-33 inches)
Balances on walking board
Jumps from height of 12 inches
Kicks
Stands on one foot (3-5 seconds) (4-8 seconds)
Hops on one foot
Balances on one foot for 10 seconds
Walks backward, heel-toe
Picks up pins, thread, crumbs with each eye covered separately
Builds tower of 10 or more cubes

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 48-60 months

BEHAVIOR

Builds 3 steps with 6 cubes after demonstration
Imitates spreading of hand and bringing thumb into opposition with each finger, R & L
Builds bridge from model - 3 cubes
Imitates gate from movel (Makes gate from model)
Copies V, H, T, O
Draws man with 2 parts (3 parts, 6 parts)
Adds 3 parts to incomplete man
Draws with pencil or crayon
Draws very simple house
Holds paper with other hand in writing
Prints a few capitals, usually the initial capital of his first name
Prints simple words
Folds and creases paper 3 times (demonstration)
Puts 10 pellets in box in 25 seconds
Copies cross
Copies square
Traces cross
Draws 3 bubbles correctly
Copies square
Copies star

COMPETENCY: AGE LEVEL:

BEHAVIOR

Runs lightly on toes
Active and skillful in climbing
Skips on alternate feet
Dances to music
Can stand on one foot 8-10 seconds
Can hop 2-3 yards forward on each foot separately
Grips strongly with either hand
Can jump rope
Can balance on a narrow plank or on a chalk mark on floor
Can run with few falls, playing games at the same time
Has more motor control
Is able to sit longer
Learns to use overhead ladder
Can roller skate
Picks up minute objects when each eye is covered separately
Builds 3 steps with 6 cubes from model
Draws a triangle
Copies rectangle with diagonal
Writes a few letters spontaneously
Draws recognizable man with head, trunk, legs, arms and features

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 60-72 months

BEHAVIOR

Draws a simple house with door, windows, roof and chimney
Counts fingers on one hand with index finger of the other
Prints first name in large and irregular letters, getting large toward the middle or end of the name (prints a few letters)
Frequently reverses letters, especially S
Prints numbers 1-5, uneven and medium sized
Can fold triangle from paper 6 inches square in imitation of model
Can trace around a diamond drawn on paper
Can draw a diagonal
Cuts with scissors
Can tie a single knot around a pencil with a shoelace, after looking at a model
Can put 10 pellets into a box in 20 seconds
Adds 7 parts to incomplete man
Draws 4 bubbles correctly
Catches a ball 5 inches in diameter
Learns to lace shoes
Buttons two buttons on two-button strip in 19 seconds
Copies square
Copies star (3 of 3 trials)
Places 10 forms (of 10) correctly on formboard in 39 seconds
Places 10 forms of 10 on board in 35 seconds

COMPETENCY: Psychomotor Skills AGE LEVEL: 0-5 months

** This subsection includes self-help skills.

BEHAVIOR

Requires two night feedings
Sucks well
Sleeps most of the time when not being fed or handled
Stops crying when picked up and spoken to
Mother supports head when carrying, dressing or bathing
Requires only one night feeding
Anticipates feeding
Regards spoon
Plays by pulling at dress
Mother supports at shoulders when dressing
Play: sits propped up 10-15 minutes
    Plays by pulling dress over face
    Plays actively with rattle
    Picks up spoon

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 0-5 months
(*includes self-help skills)

BEHAVIOR

During feeding, pats bottle
Occupies self unattended
Lifts inverted cup
Feeds self cracker
Works for toy out of reach
Lifts cup with handle

COMPETENCY: Psychomotor Skills AGE LEVEL: 6-11 months
(*includes self-help skills)

BEHAVIOR

Looks for fallen spoon
Lifts cup
Drinks from cup or glass unassisted
Feeding, takes solids well
Cooperates in games
Bites, chews toys
Reaches for toys out of reach, consistently
Holds, bites and chews biscuits
Puts hands around bottle or cup when feeding
Mother supports at lower spine when dressing
Still takes everything to mouth
Tries to grasp spoon when being fed
Holds bottle to feed self
Stirs with spoon in imitation
Is able to drink from cup when it is held, though may spill

COMPETENCY: Psychomotor Skills AGE LEVEL: 12-17 months
(*includes self-help skills)

BEHAVIOR

Picks small morsels of food from tray with deft forceps prehension
Dips spoon in cup, releases it
Finger feeds himself for part of meal
Fusses to be changed after having bowel movement
Is usually dry after nap
Will respond to pat if movement occurs directly after breakfast
Enjoys taking off hat, shoes and pants (socks)
Cooperates in dressing by putting arm into armhole or extending leg to have pants put on
Drinks from cup with little assistance
Holds spoon but can not use it alone (may use)
Takes objects to mouth less often
Walks about room unattended

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 12-17 months
(*includes self-help skills)

BEHAVIOR

- Imitates housework
- Holds spoon, brings it to mouth and licks it, but cannot prevent it turning over (uses spoon, spilling little)
- Holds cup when adult gives and takes back
- Helps more constructively with dressing
- Indicates when he has wet pants
- Seldom takes toys to mouth
- Handles everything within reach
- Closely dependent upon adults reassuring presence
- Needs constant supervision to protect child from dangers of extended explanation and exploitation of environment
- Helps turn pages in book
- Discards bottle in feeding
- Has bowel control
- Overcomes simple obstacles
- Removes garment
- Drinks from cup or glass unassisted
- Gives up baby carriage
- Casts objects to floor in play or anger less often
- Bladder control is transitional state (are usually wet after naps)
- Can unzip zipper
- Indicates what he wants by pointing or looking or making the sound of demand ("eh-eh")
- Picks up toys and puts them away
- Holds spoon and gets food to mouth (may spill)
- Goes about house or yard, causes little concern
- Helps in house, simple tasks
- Lifts and holds cup between both hands
- Undresses completely
- Unwraps candy
- Tries to put on shoes (not tied)
- Indicates toilet needs by restlessness and vocalization (fetch the pot)
- Asks for food when hungry
- Asks for drink when thirsty

COMPETENCY: Psychomotor Skills AGE LEVEL: 18-23 months
(*includes self-help skills)

BEHAVIOR

- Drinks without much spilling
- Chews well
- Hands cup back to adult
- Takes off shoes, socks, hat (mitten)
- Bowel control usually attained

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 18-23 months
(*includes self-help skills)

BEHAVIOR

No longer takes toys to mouth
Remembers where objects belong

COMPETENCY: Psychomotor Skills AGE LEVEL: 24-29 months
(*includes self-help skills)

BEHAVIOR

Lifts and drinks from cup and replaces on table
Spoon-feeds without spilling
Asks for food and drink
Chews competently
Dry during day; muscles of bladder coming under control
Dry through night if lifted
Follows mother around house and copies domestic activities in simultaneous play
Puts on shoes, hats
Takes off hoses, hat, mittens
Wakes wet but tolerates condition
Pulls down pants at toilet but seldom able to replace
Unzips zippers
Verbalizes toilet needs in reasonable time
Initiates own play activities
Removes coat or dress
Eats with fork
Gets drink unassisted

COMPETENCY: Psychomotor Skills AGE LEVEL: 30-35 months
(*includes self-help skills)

BEHAVIOR

Eats skillfully with spoon
Pulls down pants at toilet, but seldom able to replace
Dry through night if lifted
Very active, restless, rebellious
Helps put things away
Has to be helped during whole process of dressing, can sometimes put on socks
Feeds himself for at least first half of meal, insists on being independent
Buttons 1 button (1 button strip)
Dries own hands
Dresses with supervision
Buttons 2 buttons in 170 seconds (on two button strip)
Avoids simple hazards
Puts on coat or dress unassisted

COMPETENCY: Psychomotor Skills AGE LEVEL: 36-48 months
(*includes self-help skills)

BEHAVIOR

Unbuttons accessible buttons
Feeds self with little spilling
Pours well from pitcher
Is usually dry all night
Can carry breadable objects
Undresses self
Spreads butter on bread with knife
Eats with fork and spoon
Can pull pants down and up, but needs help with buttons
Pulls on shoes (not always on correct feet)
Buttons coat or dress
Dresses without supervision
Washes hands unaided (and face)
Dries face, hands (needs supervision)
Brushes teeth
Cares for self at toilet

COMPETENCY: Psychomotor Skills AGE LEVEL: 48-60 months
(*includes self-help skills)

BEHAVIOR

Can undress self except for back buttons, laces and ties
Brushes teeth
Laces shoes
Distinguishes front and back of clothes
Buttons 2 buttons
Buttons 4 buttons
Can cut with a knife
Eats skillfully with spoon and fork
Dries face and hands
Dry through night
Washes face unassisted
Goes about neighborhood unattended
Dresses self except tying

COMPETENCY: Psychomotor Skills AGE LEVEL: 60-72 months
(*includes self-help skills)

BEHAVIOR

Uses knife and fork
Washes and dries face and hands without getting clothes wet
Needs help and supervision washing other than hands and feet
Undresses and dresses alone (except for tying bow knots on shoes)

COMPETENCY: Psychomotor Skills (Con't) AGE LEVEL: 60-72 months
(*includes self-help skills)

BEHAVIOR

Puts toys away neatly in box
Can brush and comb hair successfully
Needs no assistance in dressing and undressing
Crosses street safely
Uses bathroom by himself
Buttons 2 buttons (on 2 button strip in 19 seconds)

COMPETENCY: Affective Skills AGE LEVEL: 18-23 months

BEHAVIOR

Explores environment energetically
Briefly imitates simple actions, e.g., reading book, kissing doll, brushing floor
Plays contentedly alone, but likes to be near adult
Emotionally still very dependent upon familiar adult
Alternates between clinging and resistance
Strenuously resists inhibitions (has sit down temper tantrums)
May have special attachment to certain toy unable to sleep without it
Enjoys short walks
Shifts endlessly from one play activity to another
Plays with other children
Understands what belongs to different people
Often does opposite of what is asked of him

COMPETENCY: Affective Skills AGE LEVEL: 24-29 months

BEHAVIOR

Engages in simple make-believe activities
Constantly demanding mother's attention
Follows mother around house and copies domestic activities in simultaneous play
Clings tightly in affection, fatigue, or fear
Has tantrums when frustrated but attention easily distracted
Defends own possessions with determination. Has strong feelings of ownership constantly refrains "It's mine."
Has no idea of sharing (has difficulty)
Plays near other children, but not with them
Resentful of attention shown to other children

COMPETENCY: Affective Skills AGE LEVEL: 24-29 months

BEHAVIOR

Has pride in clothes - especially shoes, socks
May bring small token to school to hold, but objects to anyone taking it
Enjoys naming possessions of others and telling to whom they belong
Has much interest in money, but almost no understanding of its use
Enjoys birthday party with just family, food is the party
Enjoys repeating last phrases of prayers
Very active, restless, rebellious
Throws violent tantrums when thwarted or unable to express urgent needs and less easily distracted
Prefers solitary play
Plays interactive games, e.g., tag

COMPETENCY: Affective Skills AGE LEVEL: 30-35 months

BEHAVIOR

Throws violent tantrums when thwarted or unable to express urgent needs and less easily distracted
Emotionally still very dependent upon adults
Prolonged domestic make-believe play (putting dolls to bed, washing clothes, driving cars), but with frequent reference to friendly adult
Has little notion of sharing
Watches other children at play interestly and occasionally joins in for a few minutes
Has to do a great deal of intermediating between his own contrary impulses, so goes to extremes in behavior. Demands independence and complete help (on things he can do) alternately
Insists on routines being followed. Likes to have things done in an accustomed way and likes to find things in usual place
Helps put things away
Snatches and grabs toys
Brings favorite toy to school to show but does not want to share it
Clings to favorite possession when insecure
May cling to old clothes and dislike new ones
May go through elaborate rituals with own possessions at home
Has interest in acquiring possessions of others but seldom plays with them
Enjoys going to park to see other children or to play with equipment
Enjoys short excursions to farms
Has more disputes with others than at any other age
Enjoys using identical equipment as child next to him (clay, paints, beads)

COMPETENCY: Affective Skills AGE LEVEL: 36-48 months

BEHAVIOR

Separates from mother easily
Understands taking turns
Carries a tray
Dawdles
Carries water without spilling while walking
Likes to help with adult activities in house and garden
Makes effort to keep surroundings tidy
Realizes play vividly including invented people and objects
Enjoys floor play with bricks, boxes, toy train and cars alone or with siblings
Joins in play with other children
Understands sharing play things, sweets, etc.
Shows affection for younger siblings
Plays cooperatively at kindergarten level
Plays interactive games (tag, housekeeping, etc.) (replaces parallel play)
Helps at little household tasks (dusts, dries dishes)
Performs for others
Helps put things away

COMPETENCY: Affective Skills AGE LEVEL: 48-60 months

BEHAVIOR

Cooperates with children
Goes on errands outside home (no cross streets)
Plays competitive exercise games
Builds buildings with blocks
Tends to go out of prescribed bounds
Inclined to verbal impertinence when wishes are crossed
Enjoys dressing up in adult's clothes
Needs other children to play with, and is alternately cooperative and
aggressive with them as with adults
Understands taking turns
Shows concern for younger siblings and sympathy for playmates in distress
Shows off dramatically
Bosses and criticizes
Calls attention to own performance

COMPETENCY: Affective Skills AGE LEVEL: 60-72 months

BEHAVIOR

Behaves in more sensible, controlled and independent way
Continues domestic and dramatic play from day to day
Plans and builds constructively
Plays very complicated floor games
Chooses own friends
Cooperates with companions (more)
Understands need for rules and fair play
Appreciates meaning of clocktime in relation to daily program
Tender and protective towards younger children and pets
Comforts playmates in distress
Enjoys dressing up in adult clothes
Explores neighborhood
Does simple errands
Likes to play house and baby
Gets along well in small groups
Conforms to adult ideas
Asks adult help as needed

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DEVELOPMENTAL GUIDELINES FOR ACQUISITION OF GROSS MOTOR SKILLS

Reprinted by Permission of Author:

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I. WALKING

A. Prerequisites

1. Upright posture
2. Progression through creep-crawl stage (usually)

B. Developmental Sequence for Acquisition of Mature Skill

1. Walks with support
   -unable to completely support own weight, so some external source of support required
   -knees not stiff, but loose and flexible
   -movement by short, erratic steps
2. Independent stepping
   -support on wide base (feet spread wide apart)
   -feet turned outward
   -arms extended and held away from body
   -knees and hip joints flexed
   -entire sole of foot contacts floor at once
   -feet raised high
   -head and upper body thrust forward
3. Heel-toe progression
   -weight transferred from heel to toe upon contacting walking surface
   -smoother walk
   -base of support narrowed
   -height of step reduced
   -arms at side of body (lowered)
   -more consistency in length of steps
4. Mature pattern
   -consistency in heel-toe progression
   -consistency in length and width of step
   -arm swing integrated with gait
   -less flexion at lower leg and hip

C. Specific Walking Tasks

1. Walks backwards (18 mo.)
2. Walks sideways (18 mo.)
3. Walks on tiptoes (30 mo.)

4. Walks on tiptoes for 3 meters (36 mo.)
5. Walks inside of two parallel lines 8 inches apart (30 mo.)
6. Walks length of 1 inch wide, 10 foot long line, stepping off from one to three times (33 mo.)

D. Sequential Stages for Walking Board Task

1. Refusal to attempt the task
2. Attempts the task but is unable to complete one step
3. Completes the task by walking with one foot on, one foot off, provided the object is close enough to the ground
4. Completes task by moving sideways, usually to the preferred side
5. Completes task by moving the same foot ahead each time, usually the preferred foot
6. Alternates the leading foot, very slow at first, with frequent stepping off
7. Moves across the object with a rapid, confident manner

II. RUNNING

A. Prerequisites

1. Walk with control
2. Sufficient leg strength to propel oneself upward and forward with one leg
3. Sufficient balance to accomodate weight on one foot in landing

B. Developmental Sequence for Acquisition of Mature Skill

1. Modified walk (18 mo.)
   -some portion of foot always in contact with ground
   -legs stiff
   -entire sole contacts ground
   -uneven stride
2. Runs with heel-toe progression (2-3 yrs.)
   -period of no contact with ground
   -smooth stride in straight line
   -difficulty in changing direction or speed
3. Control over speech and direction change (4-5 yrs.)
   -can start, stop, and turn with facility
4. Mature running pattern (5-6 yrs.)

III. JUMPING

A. Developmental Sequence (jumping off an object) (18 to 36 mo.)

1. Unable to jump off
   -shifts weight from one leg to other unable to propel body off platform

2. Steps off object
    - -leg stiff
    - -contact maintained by both feet at all times
    - -rough and jarring landing
3. Thrusts forward after extending stiff leg
    - -rigid leg first extended over edge of chair
    - -arms move in opposition to thrust
    - -very unstable landing, usually on one foot
4. Steps off from squatting position
    - -begins to flex legs, but over-compensates (exaggerated flexion)
5. Steps off with integrated leg flexion
6. Forward thrust off with integration of flexion and extension of leg
    - -poor integration
    - -landing with body pitching to knees or hands after foot touches
    - -arms extend and move away from body
    - -child remains on feet on landing
    - -landing is flat-footed on entire sole
7. Landing on metatarsal arch of foot

B. Developmental Progression of Jumping Patterns in Order of Difficulty

1. Jump down, one foot take off, one foot landing
2. Jump up, two foot take off, two foot landing
3. Jump down, two foot take off, two foot landing
4. Run and jump forward, one foot take off, opposite foot landing
5. Jump forward, two foot take off, two foot landing
6. Jump down, one foot take off, two foot landing
7. Run and jump forward, one foot take off, two foot landing
8. Jump over an object, two foot take off, two foot landing
9. Jump from one foot to the same foot, rhythmically

C. Variations

1. Hopping - taking off and landing on same foot
   (unlikely that a child who can't jump can hop)

Age in Months	No. of Hops
43	1-3
46	4-6
47	7-9
60	10+

2. Skipping - combinations of hop and walk
    a. initial emergence of pattern (43 mo.)
    b. skip with both feet in alternate fashion (60 mo.)

IV. CLIMBING

A. Developmental Sequence for Climbing Stairs (same for vertical ladder, etc.)

1. Creeping ascent (11 mo.)
   - creeps up stairs with weight on arms and legs
   - body free of contact with stairs
2. Walking ascent (18 mo.)
   - adult holding one hand for support
   - marking time: lead foot advanced, then other foot brought up and placed beside it before the lead foot is again moved
3. Ascent holding rail or wall for support; marking time (20½ mo.)
4. Descent, adult holding one hand; marking time (21 mo.)
5. Descent, holding rail or wall for support; marking time
6. Ascent with no support required; marking time (24 mo.)
7. Descent with no support required; marking time (24½ mo.)
8. Ascent, holding rail or wall, alternating feet (one foot only on each step
9. Ascent with no support, alternating feet (35½ mo.)
10. Descent, holding rail or wall, alternating feet
11. Descent with no support, alternating feet (50 mo.)

B. Variables Influencing Climbing Behavior

1. Length of the obstacle (flight of stairs or length of ladder)
2. Incline at which the obstacle is placed
3. Height (of the risers or rungs)
4. Width (of the stairs or rung surface)

V. THROWING

A. Developmental Sequence for Acquisition of Mature Skill

1. Ball hurled in any direction
   - standing position
2. Ball hurled in forward direction
   - propelled by forearm extension
   - little body sway
   - no body rotation
   - feet stationary
3. Ball hurled with arm horizontal and body movement
   - hand being brought behind head causes body to rotate in that direction
   - body rotates in direction of throw as arm moves forward
4. Ball hurled with ipsilateral step
   - forward step with foot on the same side of body as throwing arm
5. Ball hurled with contralateral
   - backward trunk rotation as ball is brought in back of head
   - forward step with foot opposite throwing arm moves body weight forward
   - hips, trunk and shoulders rotate with forward step

VI. KICKING

A. Developmental Sequence for Acquisition of Mature Skill

1. Walks into stationary object (18 mo.)
2. Standing in front of object, pushes leg into it
   - no backswing of leg
   - little follow through
3. Backswing at knee only
4. Backswing at knee and hip
5. Backswing with entire leg (72 mo.)
   - simultaneous forward lean
   - arm adjustments for stability

VII. CATCHING

A. Developmental Sequence for Acquisition of Mature Skill

1. Sitting, stops moving object (24 mo.)
   - corralling with arms or legs
2. Fear reaction in response to object in flight
   - turns head away
   - slight backward bend of trunk
   - closes eyes
3. Arms stiff and outstretched in front (36 mo.)
   - no adjustment of body to object
   - little chance of catching even if object thrown directly into hands
4. Object scooped to chest
   - arms outstretched in front of body
   - coordinated use of arms and hands
5. Elbows bent and in front of body (48 mo.)
   - hands in vice-like opposition, clasping object
   - body moves to adjust to flight of object
6. Elbows at side of body (54-60 mo.)
   - hands cupped according to height of ball at contact:
   - thumbs touching if above height of chest
   - pinkies touching if below height of chest
7. Mature catching skill (78+ mo.)

B. Variables influencing catching

1. Size of ball
2. Distance ball travels before it is caught
3. Method of projecting the ball (overhand, underhand, bouncing)
4. Direction of flight of ball in relation to receiver (above or below the chest)
5. Speech of ball
6. Arm-hand action of the receiver

HOW AND WHEN COMMUNICATION DEVELOPS

Curtis E. Weiss and Herold S. Lillywhite

DEVELOPMENT OF LANGUAGE COMPREHENSION		DEVELOPMENT OF LANGUAGE USAGE
UNDERSTANDS	Chronological Age*	SAYS
Responds by raising arms when mother says come here and reaches toward child; responds appropriately to friendly or angry voices; moves or looks toward family member when named, such as "Where's daddy?"	6 months	Repeats self-produced sounds; imitates sounds, vocalizes to persons; and uses twelve different phonemes.
Up to 10 words; no, bye-bye, pat-a-cake, hot, own name; one simple direction such as sit down, or give it to me; these commands are usually accompanied by gesture.	12 months	Up to 3 words besides mama and dada; may say such words as bye-bye, hi, baby, kitty, and puppy; uses up to eighteen different phonemes.
Up to 50 words; recognizes between six and twelve objects by name such as dog, cat, shoe, bottle, and ball; identifies 3 body parts such as eyes, nose, and mouth; understands now and simple commands unaccompanied by gesture such as give me the doll, open your mouth, and stick out your tongue.	18 months	Up to 20 words and twenty-one different phonemes; jargon and echolalia are present; uses names of familiar objects, 1-word sentences such as go or eat, and uses gestures; uses words such as no, mine, eat, good, bad, hot, cold, nice, here, where, more and expressions such as oh oh, what's that and all gone; the use of words may be quite inconsistent.
Up to 1200 words; in, on, under; identifies dog, ball, engine, bed, doll, scissors, hair, mouth, feet, ear, nose, hand, eye, cat, button, cup, spoon, chair, box, car, key, and fork; distinguishes between one and many, and formulates negative judgment - a knife is not a fork; understands simple stories; follows simple directions; responds by pointing to show me questions; is beginning to make distinctions between you and me.	24 months	Up to 270 words and twenty-five different phonemes; jargon and echolalia are almost gone; averages 75 words per hour during free play; talks in words, phrases and 2- to 3-word sentences; averages 2 words per response; first pronouns appear such as I, me, mine, it, who and that; adjectives and adverbs are just beginning to appear; names objects and common pictures; enjoys Mother Goose; refers to self by name such as Bobby go bye-bye; and uses phrases such as I want, go bye-bye, want cookie, up daddy, nice doll, ball all gone, and where kitty.

* Chronological age assumes normal or average intellectual functioning; if the child is mentally retarded or has superior intelligence, then perhaps the concept of mental age would be more appropriate.

DEVELOPMENT OF LANGUAGE COMPREHENSION		DEVELOPMENT OF LANGUAGE USAGE
UNDERSTANDS	Chronological Age*	SAYS
Up to 2400 words; identifies action in pictures and objects by use; carries out one- and two-part commands such as pick up your shoe and give it to mommy: knows what we drink out of, what goes on our feet, what we can buy candy with, what we can cut with, what we ride in, and what we use to iron clothes with, cook on, sleep on, sit on, and sweep the floor with; understands plurals, questions, difference between boy and girl, the concept 1, up, down, run, walk, jump, throw, fast, more, and my.	30 months	Up to 425 words and twenty-seven different phonemes; jargon and echolalia no longer exist; averages 140 words per hour; names words such as chair, can, box, key and door; repeats two digits from memory; average sentence length is about 2½ words; uses more adjectives and adverbs; demands repetition from others such as do it again; almost always announces intentions before acting; begins to ask questions of adults.
Up to 3600 words; both, two, not today, what we do when we are thirsty, hungry, sleepy, why we have stoves, wait, later, big, new, different, strong, today, another, and taking turns at play; carries out two and some three-item commands such as give me the ball, pick up the doll, and sit down; identifies several colors, and is aware of past and future.	36 months	Up to 900 words in simple sentences averaging 3 to 4 words per sentence; averages 15,000 words per day and 170 words per hour; uses words such as when, time, today, not today, new, different, another, big, strong, surprise, and secret; can repeat three digits, name one color, say name, give simple account of experiences, and tell stories that can be understood; begins to use plurals; uses some prepositions and uses more pronouns, adjectives and adverbs, describes at least one element of a picture; is aware of past and future; uses commands such as you make it, I want, you do it, and like that; also uses expressions such as I can't, I won't tell you, I don't want to, and I'm busy; verbalizes toilet needs and expresses desire to take turns; communication includes criticism, commands, requests, threats, questions and answers.

DEVELOPMENT OF LANGUAGE COMPREHENSION		DEVELOPMENT OF LANGUAGE USAGE
UNDERSTANDS	Chronological Age*	SAYS
Up to 4200 words; knows such words as what, where, how, see, little, funny, we, all, surprise, secret; knows first name, number concepts to 2, and how to answer questions appropriately such as do you have a doggy, which is the boy, which is the girl, where is the dress, and what toys do you have?	42 months	Up to 1200 words in mostly complete sentences averaging between 4 and 5 words per sentence; has been heard to use all fifty phonemes; 7% of the sentences are compound or complex; averages 203 words per hour; rate of speech is faster; relates experiences and tells about activities in sequential order; uses words such as what, where, how, see, little, funny, they, we, she, he, some, any, several, and too; can say a nursery rhyme; and asks permission such as can I or will I?
Up to 5600 words; carries our three-item commands consistently; knows why we have houses, books, stove, umbrella, key; knows nearly all colors, words such as somebody, anybody, even, almost, now, something, like, but, too, bigger, at least one nursery rhyme, full name, one or two songs, number concepts to 4 and understands most preschool children's stories; can complete opposite analogies such as brother is a boy, sister is a ___________; in daytime it is light, at night it is _______; father is a man, mother is a _______; the sun shines during the day, the moon at __________.	48 months	Up to 1500 words in sentences averaging 5 to 5½ words; averages 400 words per hour; counts to 3, repeats four digits, names three objects and repeats 9-word sentences from memory; names the primary colors, some coins and relates faciful tales; enjoys rhyming nonsense words and using exaggerations; demands reasons why and how; questioning is at a peak, up to 50 a day; passes judgment on own activities; can recite a poem from memory or sing a song; uses such words as even, almost, now, something, like and but; typical expressions might include I'm so tired, you almost hit me, and now I will make something else.
Up to 6500 words; knows what a hour, book, window, chair and dress are made of; what we do with our eyes and ears; understands differences in texture and composition such as hard, soft, rough and smooth; beings to name or point to penny, nickle and dime; understands if, because, when, why.	54 months	Up to 1800 words in sentences averaging 5½ to 6 words; now averages only 230 words per hour-is satisfied with less verbalization; does little commanding or demanding; likes surprising; about one in ten sentences are incomplete; can define 10 common words and count to 20; common expressions are I don't know, I said, tiny, funny,

DEVELOPMENT OF LANGUAGE COMPREHENSION DEVELOPMENT OF LANGUAGE USAGE

UNDERSTANDS	Chronological Age*	SAYS
	54 months (Con't.)	surprised, and because; asks questions for information, and learns to control and manipulate persons and situations with language.
Up to 9600 words; knows numbers to 5; knows and names colors; defines words in terms of use such as a horse is to ride; also defines wind, ball, hat, and stove; understand words such as if, because and when; knows what the following are for: horse, fork, and legs; begins to understand right and left	60 months	Up to 2200 words in sentences averaging 6 words; can define ball, hat, stove, policeman, wind, horse and fork; can count five objects and repeat four or five digits; definitions are in terms of use, can single out a word and ask its meaning; makes serious inquiries-what is this for, how does this work, who made those, and what does it mean; language is now essentially complete in structure and in form; uses all types of sentences, clauses and parts of speech; reads by way of pictures and prints simple words.
Up to 13,500 words; knows number concepts to 7; right and left; most simple, compound and complex sentences if not too long; knows functions of body parts-what are your eyes, ears, etc. for; understands dependent clauses such as when I open the door, put the cat out.	66 months	Up to 2300 words; sentence length averages 6½ words; grammatical errors continue to decrease as sentences and vocabulary become more sophisticated.
Up to 15,000 words; knows number concepts to 10, the meaning of morning, afternoon, night, summer and winter; can relate differences between objects, animals and clothing; is beginning to answer a few similarities correctly such as: In what way are ______ and ______ alike or the same? (apple and peach, piano and violin, airplane and bus; understands differences such as how are a dog and a bird different.	72 months	Up to 2500 words in sentences averaging 7 words; relates fanciful tales, recites numbers to 30; asks meaning of words; repeats five digits from memory; can complete analogies such as: A table is made of wood, a window of ______? A bird flies, a fish ______? The point of a cane is blunt, the point of a knife is _____? An inch is short, a mile is ______?

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HIGHLIGHTS OF SPEECH AND LANGUAGE DEVELOPMENT
BIRTH THROUGH SIX YEARS

	Speech Sounds Mastered	Language	Hearing
Birth - 6 weeks	Reflex sounds		
6 weeks - 4 months	70% of all vowel sounds Front consonants (p), (b), (m)	Begins to babble	Turns his head when he hears human voice
4 - 6 months		Begins to babble "toward" others	Stops babbling momentarily when talked to by parents
6 months - 1 year		-Recognizes words momma, daddy, bottle -Learns first word, expressive vocabulary of 1-10 words -Vocalizes 3 or more syllables in 1 breath -Follows simple requests	
1 year - 2 years	Consonant sounds (t), (d), (n), (w), (h)	-Expressive vocabulary of 10-25 words -Names 2-4 body parts	Recognizes mechanically produced sounds-bell, car horn, phone. Distinguishes between similar sounds p from b, k from g, etc.
2 years - 3 years	All vowel sounds mastered with 90% accuracy in simple one-syllable words	-Begins use of prepositions -Uses 2 or 3 word sentences -Begins use of plural words -50 - 150 expressive word vocabulary	
3 years - 4 years		-Uses 3 or more word sentence -Uses inflection -900 word expressive vocabulary	Determines general direction of sound while his eyes are closed

	Speech Sounds Mastered	Language	Hearing
4 years - 5 years	Back consonants (k), (g) as in (n) sing.	-Uses 4-8 word sentences -1200 to 1500 expressive word vocabulary -Uses two syllable words	Imitates rhythm pattern. Corrects his own errors in learning to pronounce unfamiliar words.
5 years - 6 years	Front consonants (f), (v) The sounds (wh), (hw), (l) The (s), (r), (z), (dg), (ch) and other sounds not indicated stabilize at a later date.	-2000+ word vocabulary -Consistent use of 4-8 word sentences	Localizes sound

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PHYSICAL DEVELOPMENT NORMS FROM BIRTH THROUGH 6 YEARS OF AGE

PHYSICAL DEVELOPMENT - BOYS[2]

WEIGHT (POUNDS & OUNCES)

Age	Birth	1	2	3	4	5	6
+1 SD	9-14	28	33	38	43	49	55
Average	8-0	22-8	27-8	31-8	36	40	45
-1 SD	5-14	17	22	25	28-8	31	33

HEIGHT (INCHES)

Age	Birth	1	2	3	4	5	6
+1 SD	21.3	33	37.5	41	44	47	49
Average	19.5	30.5	34.5	38.5	40.5	44	46
-1 SD	18.3	28	33	36	37	40	42

WEIGHT DEVELOPMENT - GIRLS[2]

WEIGHT (POUNDS & OUNCES)

Age	Birth	1	2	3	4	5	6
+1 SD	9-0	28	33	40	46	52	60
Average	7-4	22-8	27	31	36	41	46
-1 SD	5-8	17	21	25	28	31	35

HEIGHT (INCHES)

Age	Birth	1	2	3	4	5	6
+1 SD	21	32	36	40	44	47	49
Average	19	29	34	37	40.5	43	45.5
-1 SD	18.4	27	32	34	37	39	42

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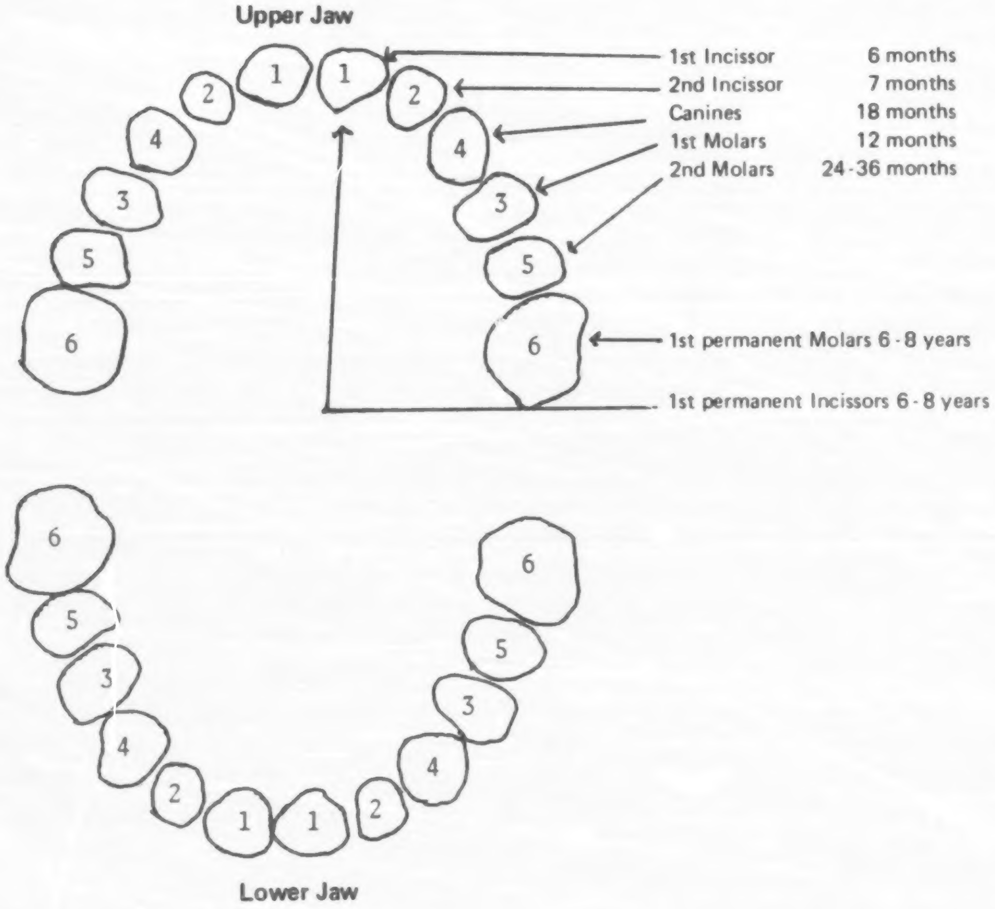
[1] Reproduced with the permission of Ross Laboratories, Columbus, Ohio, Copyright 1962. Based upon Reed, R. B., Stuart, H. C. Pediatrics 24:904. 1959.

[2] Includes the middle 68% of the population.

THE ERUPTION OF TEETH

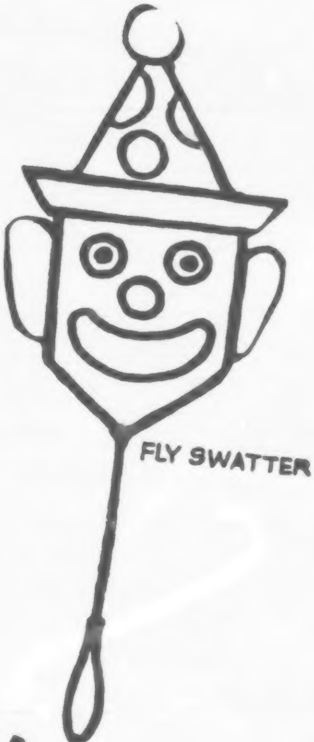

Upper Jaw
1st Incissor 6 months
2nd Incissor 7 months
Canines 18 months
1st Molars 12 months
2nd Molars 24-36 months
1st permanent Molars 6-8 years
1st permanent Incissors 6-8 years
1
2
3
4
5
6
Lower Jaw

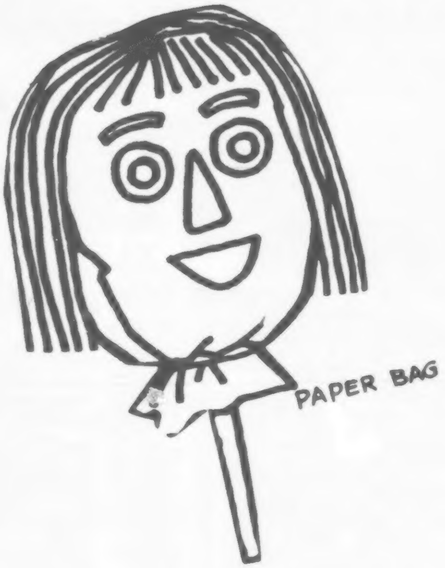
Each individual is expected to have 20 deciduous teeth (often called milk teeth, baby teeth, or soft teeth), 10 in the lower jaw and 10 in the upper jaw. Also they are expected to have 32 permanent teeth (often called secondary teeth, hard teeth, non-deciduous).

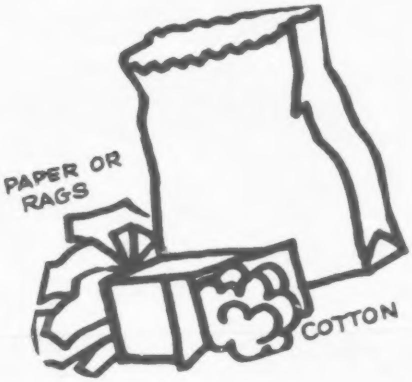
The first set (baby teeth) start to erupt at about six months and the process continues until it is complete at about two and one-half years of age. At approximately six years the second or permanent set of teeth start to replace the baby teeth and this process continues until the teens: occasionally the last molar does not appear until the early twenties.

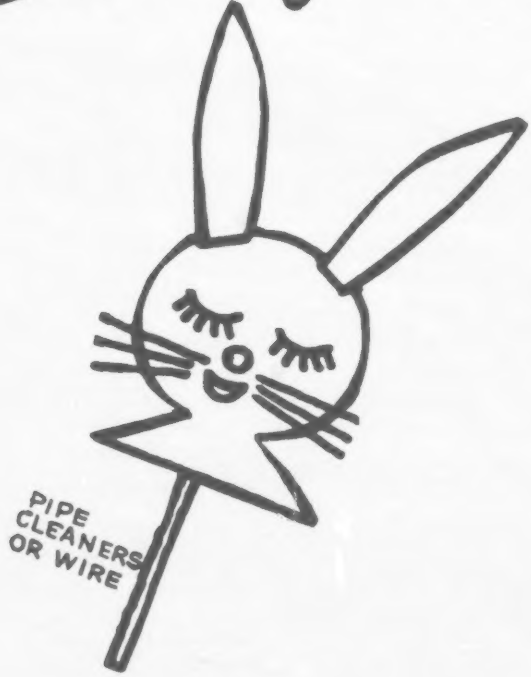
Reproduced with the permission of Delta Schoolcraft Intermediate School District from Performance Objectives for Preschool Children, p. 79.

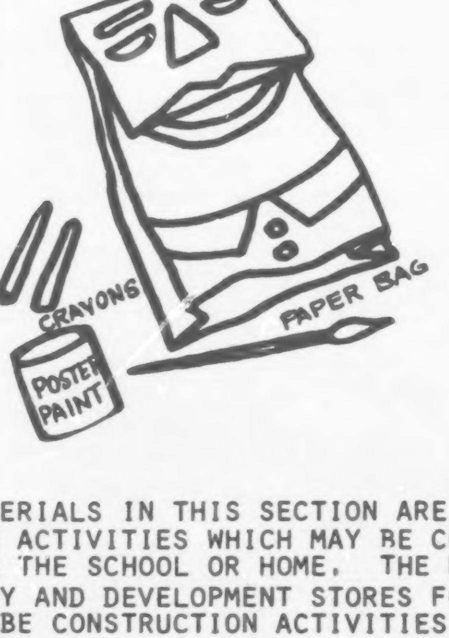
PARENT/TEACHER MADE LEARNING MATERIALS


FLY SWATTER




PAPER OR RAGS
COTTON


PIPE CLEANERS OR WIRE


CRAYONS
PAPER BAG
POSTER PAINT

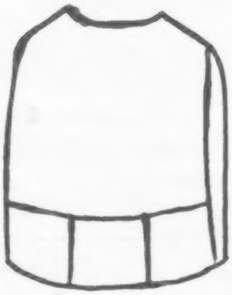
THE MATERIALS IN THIS SECTION ARE PROVIDED AS EXAMPLES OF SIMPLE CONSTRUCTION ACTIVITIES WHICH MAY BE COMPLETED WITH MATERIALS READILY AVAILABLE IN THE SCHOOL OR HOME. THE READER IS ENCOURAGED TO EXPLORE THE LOCAL TOY AND DEVELOPMENT STORES FOR ADDITIONAL IDEAS AND BOOKS WHICH DESCRIBE CONSTRUCTION ACTIVITIES

APRONS 'N DRESS-UP

COLOR CODED APRONS FOR TEACHERS AND MOTHERS:

For a special school set-up: two classes can identify their teachers and the mothers for their own group. Make cobbler aprons.

The teachers' aprons are all from the same material. Assisting mothers' aprons are made in a different color for each class. Children can tell who their teachers are and if a mother is from their class. The cobbler style gives them three generous pockets for pencils, etc. It also protects the wearers' clothes in the front and the back.



BOY'S DRESS-UP:

Use big brothers' pants or mother's short pants (knee knockers work best).

Sew inch-wide elastic in place for the suspenders.

Very easy to put on or take off.

DOLLS WITH CLOTHES TO PRACTICE FASTENING

PURPOSE: Raggedy Ann and Raggedy Andy dolls were made to give the children practice in buttoning (the back of her dress), zipping (the whole front of his outfit), tying (her apron strings and shoes on both dolls), and buckling (a belt added to his pants).

MATERIALS: McCall's pattern #6941. Dolls were made in the 25" size. Fabric required varies with size of dolls made. The dolls were stuffed with shredded foam which makes them cuddly.

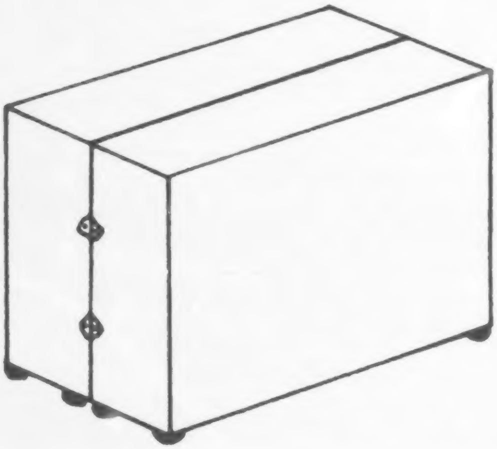
HINTS ON MAKING DOLLS:

1. Face: Reinforce material behind eyes. Zig-Zag works well to fasten nose to face. Do face before stuffing. Use thinner yarn for hair than called for to prevent tearing material when pulling yarn through.
2. Body: Use striped material for the whole leg. Make separate shoes of vinyl of plastic upholstering material using foot pattern. Punch holes for shoe laces. Tack shoes to feet.
3. Clothes: Add extra material (about 1½") at back of dress to make buttonholes. Sew on large buttons. Add belt loops to his suit and a buckle belt. Put a zipper with a tab down the front of the suit.

Display & Storage Case

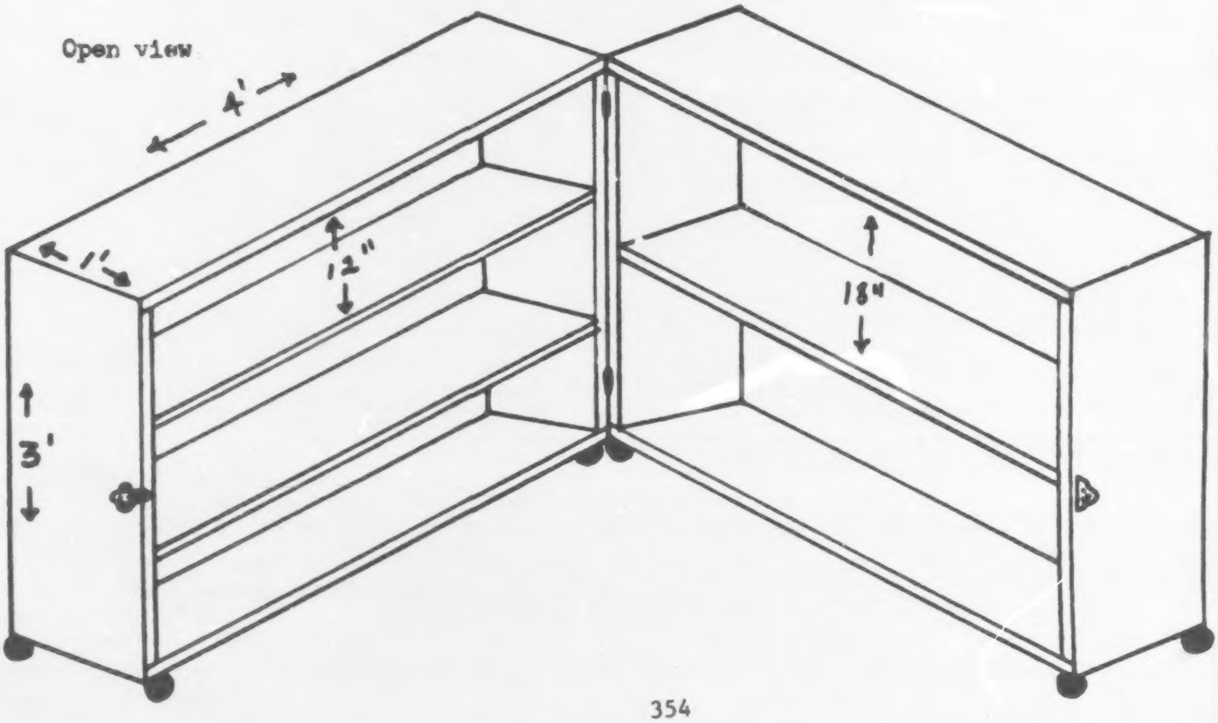
Display and storage case is constructed of uprights and shelves of 5/8" plywood.
(1" pine may also be used.)
Order two 4' x 8' pieces of plywood and one 1' x 3' piece of plywood.
Use hinges on one end and a clasp on the other end.
Use four casters for each section.

Make backs of $\frac{1}{4}$" plywood.
(1/8" hardboard may also be used.)
Cover one back with cork and paint the other back with special chalk board paint.

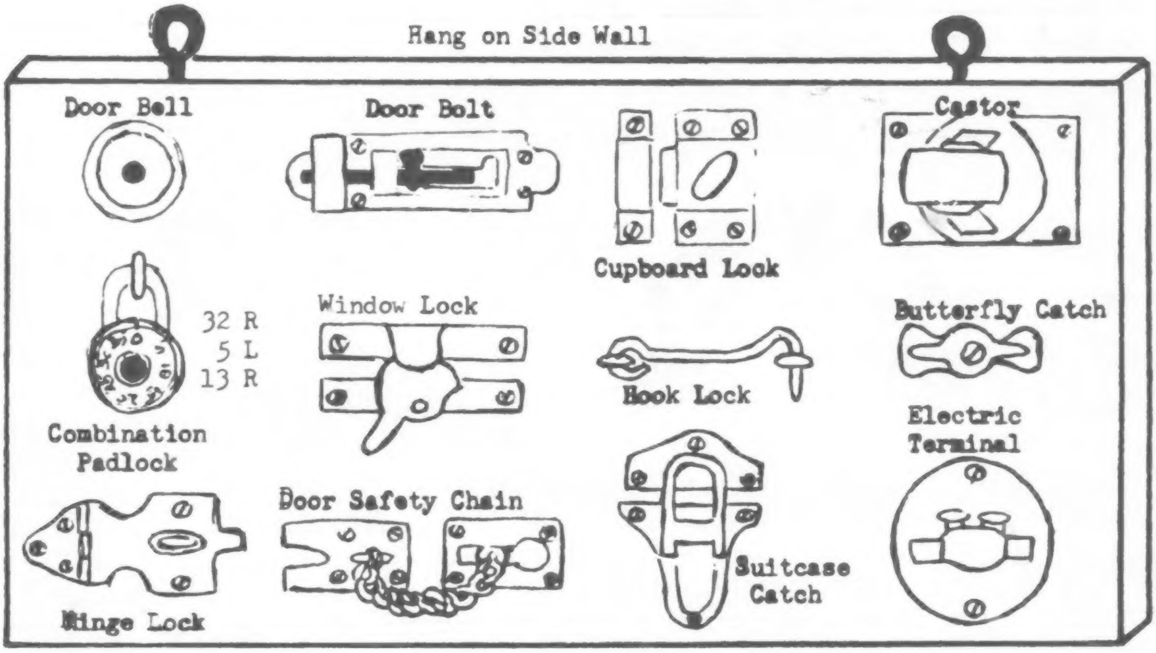


Closed view.

Open view



Gadget - Lock Boards


Hang on Side Wall
Door Bell
Door Bolt
Castor
Cupboard Lock
32 R
5 L
13 R
Combination Padlock
Window Lock
Hook Lock
Butterfly Catch
Electric Terminal
Door Safety Chain
Suitcase Catch
Hinge Lock

5 ply board 12" x 24"
Hook up doorbell and electric terminal so they work.

LOCK BOARD

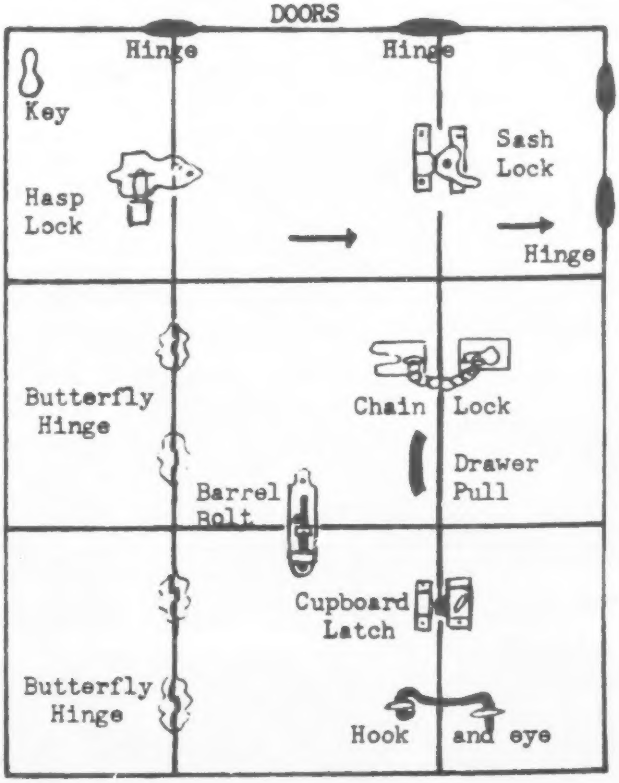
The special appeal of this lock board is that the doors open when the locks are unfastened.

It is constructed of two layers of plywood, with the doors cut out of the top layer. Pictures are glued to the bottom layer so that they show when the doors are opened.

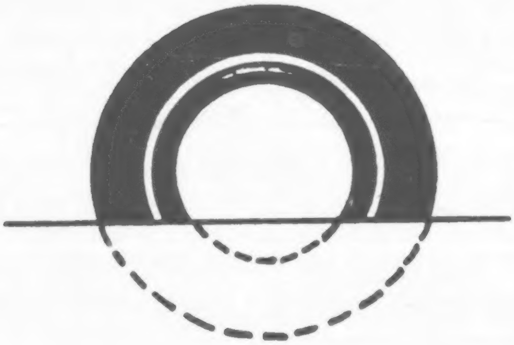
The dimensions of the lock board are 14" x 22".

The top doorsopens up on hinges.

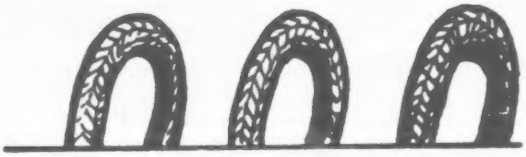
The other two doors open to the left, on butterfly hinges.


DOORS
Hinge
Hinge
Key
Sash Lock
Hasp Lock
Hinge
Butterfly Hinge
Chain Lock
Drawer Pull
Barrel Bolt
Cupboard Latch
Butterfly Hinge
Hook and eye

Old Tires

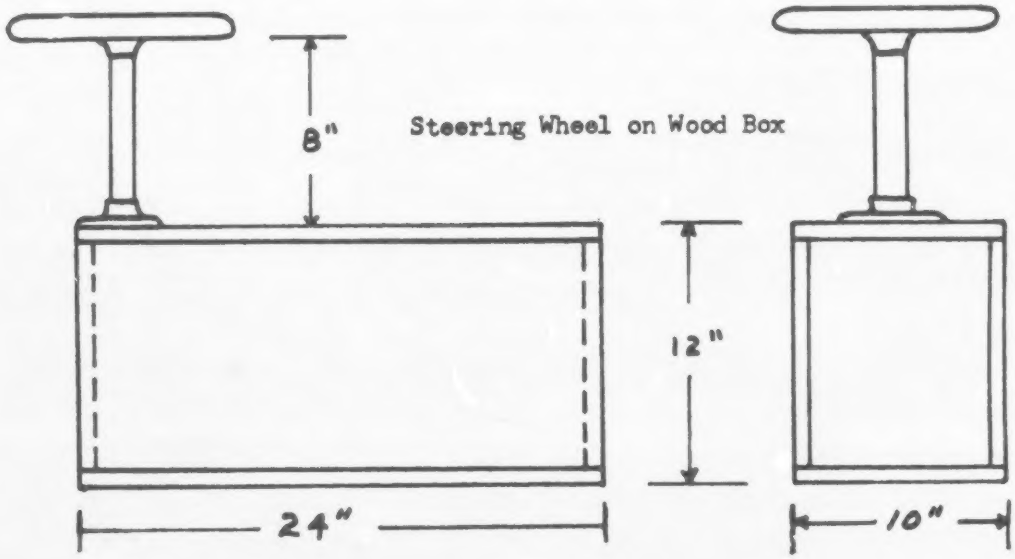


Bury old tires in the ground.



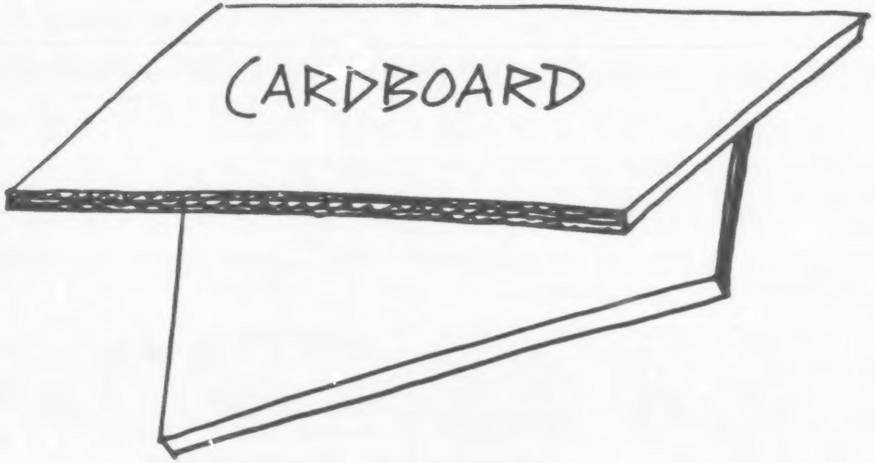
We suggest 3 tires, painted in bright red, yellow, blue or green.

Steering Wheel



Steering Wheel on Wood Box

CARDBOARD CONSTRUCTION



SHEETS OF TRIPLE CORRUGATED CARDBOARD ARE AVAILABLE FROM:

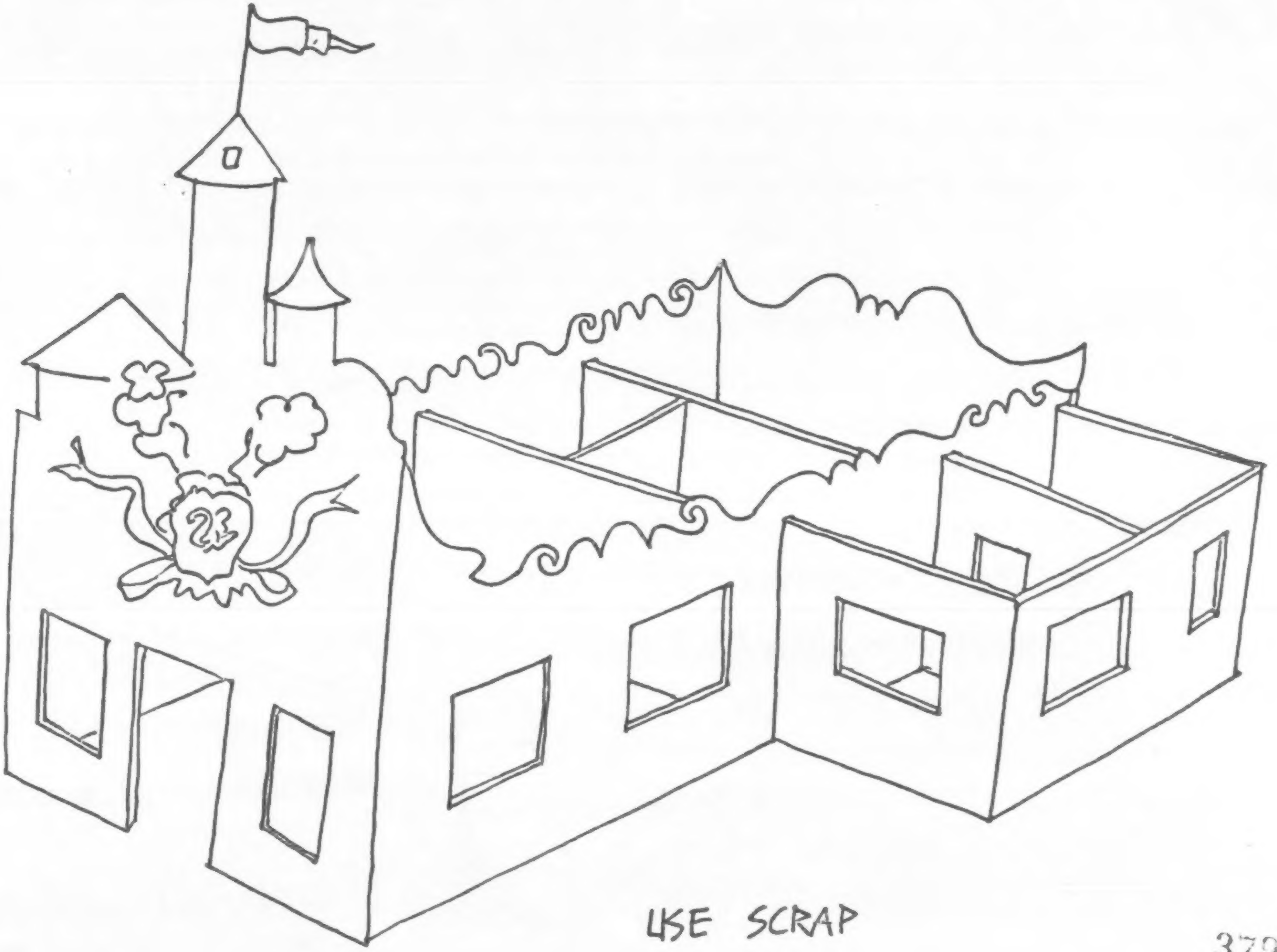
TRI-WALL CONTAINERS, INC.
1 DU PONT STREET
PLAINVIEW, L.I. NEW YORK
11803

(SIZE AND PRICE LISTS ON REQUEST)

NOTE:

LIKE WOOD, CARDBOARD IS FLAMABLE. IT SHOULD BE KEPT AWAY FROM OPEN FLAME. FOR GREATER FIRE RESISTANCE TAPE ALL EDGES.

DO NOT CLUTTER A ROOM WITH AN EXCESSIVE AMOUNT OF THIS MATERIAL.



DOLL HOUSE

USE SCRAP

GLUE JOINTS

CUT WINDOWS AND DOORS
WHERE NEEDED

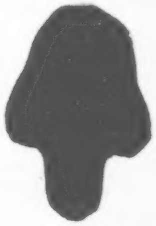
PUPPETS

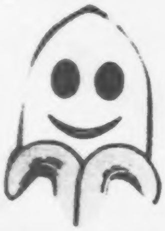
There are three patterns for creating puppets.

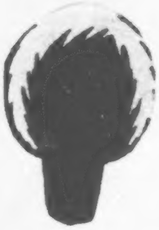
Puppet A is a simple hand-held puppet which is traced on heavy cardboard with holes cut for eyes. The pictures below will give you ideas for creating your own puppets.

Puppet B is a simple construction which requires the following materials:

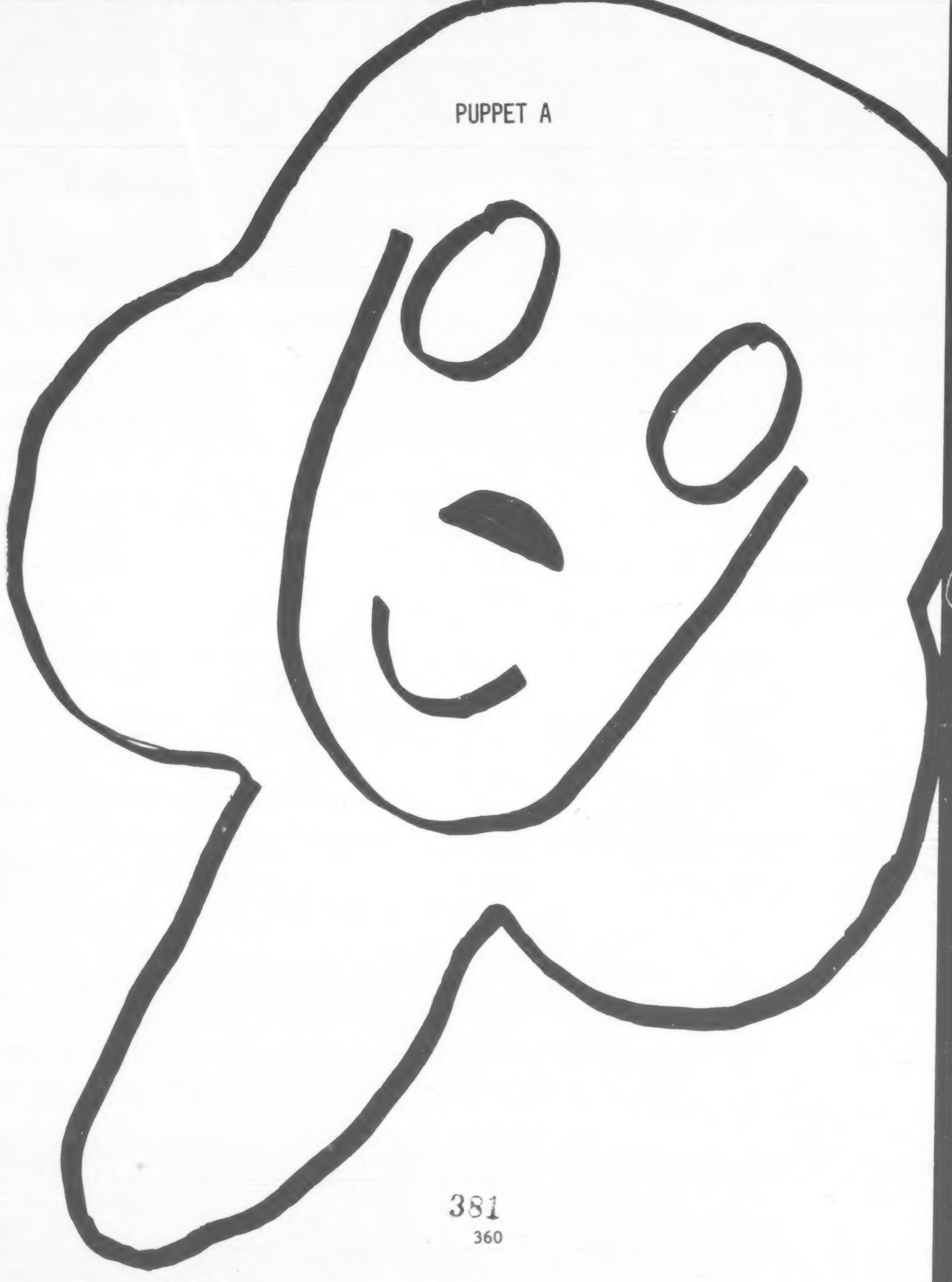
One 6-inch square of light tan felt for front (face)
One 6-inch square of dark brown felt for back of head (hair)
One 3-inch circle of foam for use as a filling for head
Two moveable eyes
Yarn or felt for hair
Felt pen to draw facial features
Assorted fabrics for clothing.



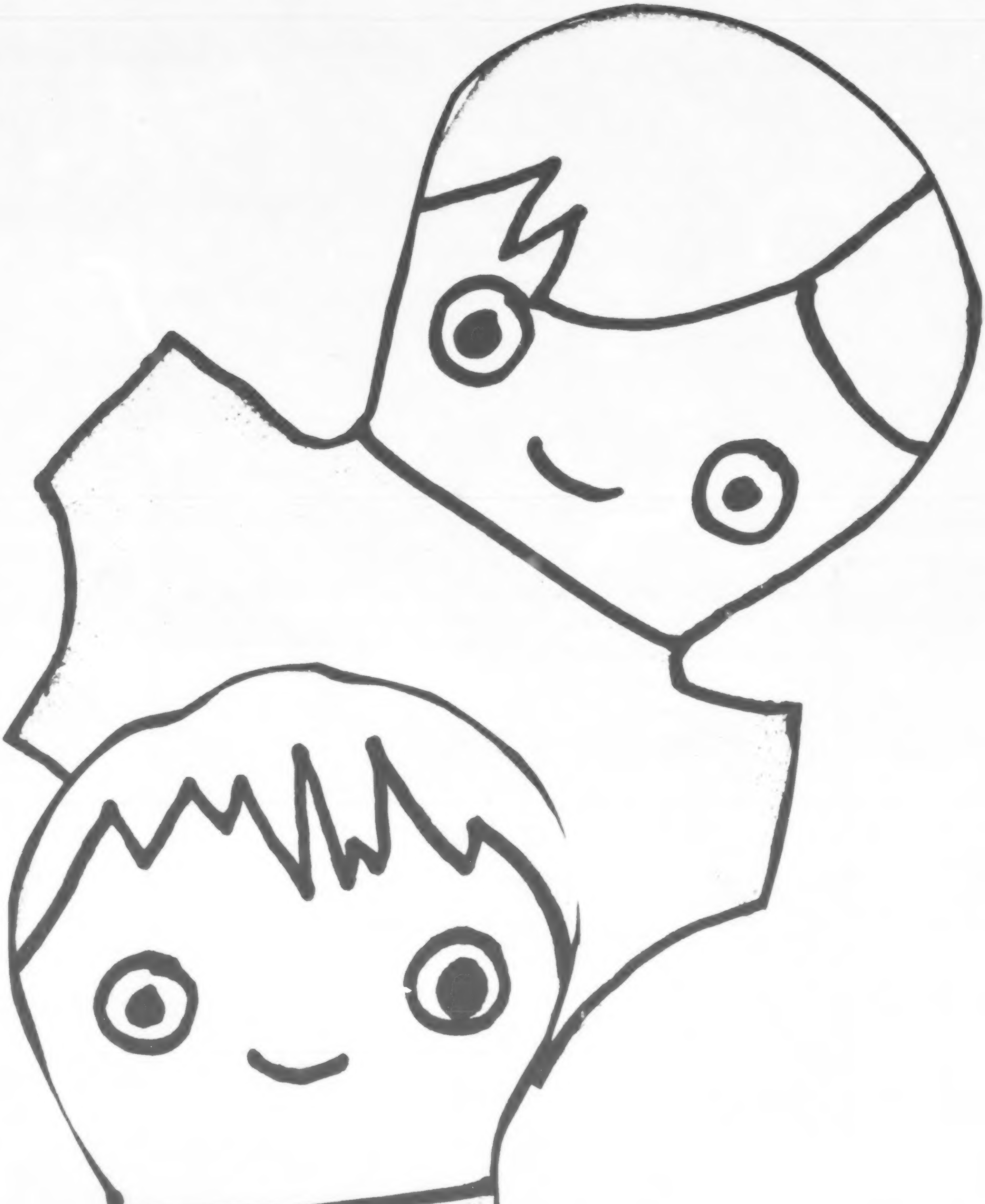




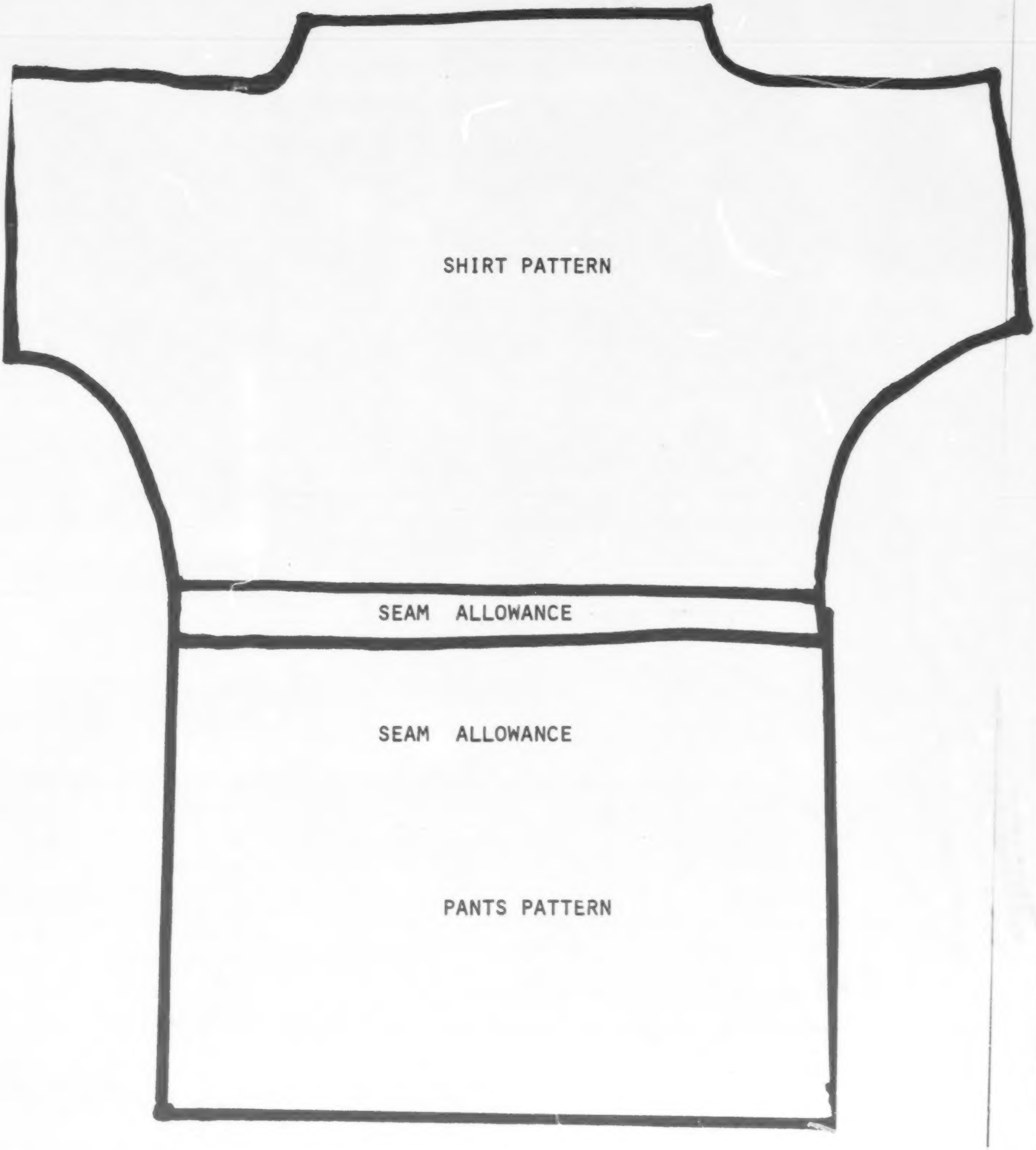
Puppet C is a more advanced puppet with a moveable mouth. We would also like to suggest the use of hand-held puppet faces which you design and develop for use as needed in your classroom.


PUPPET A

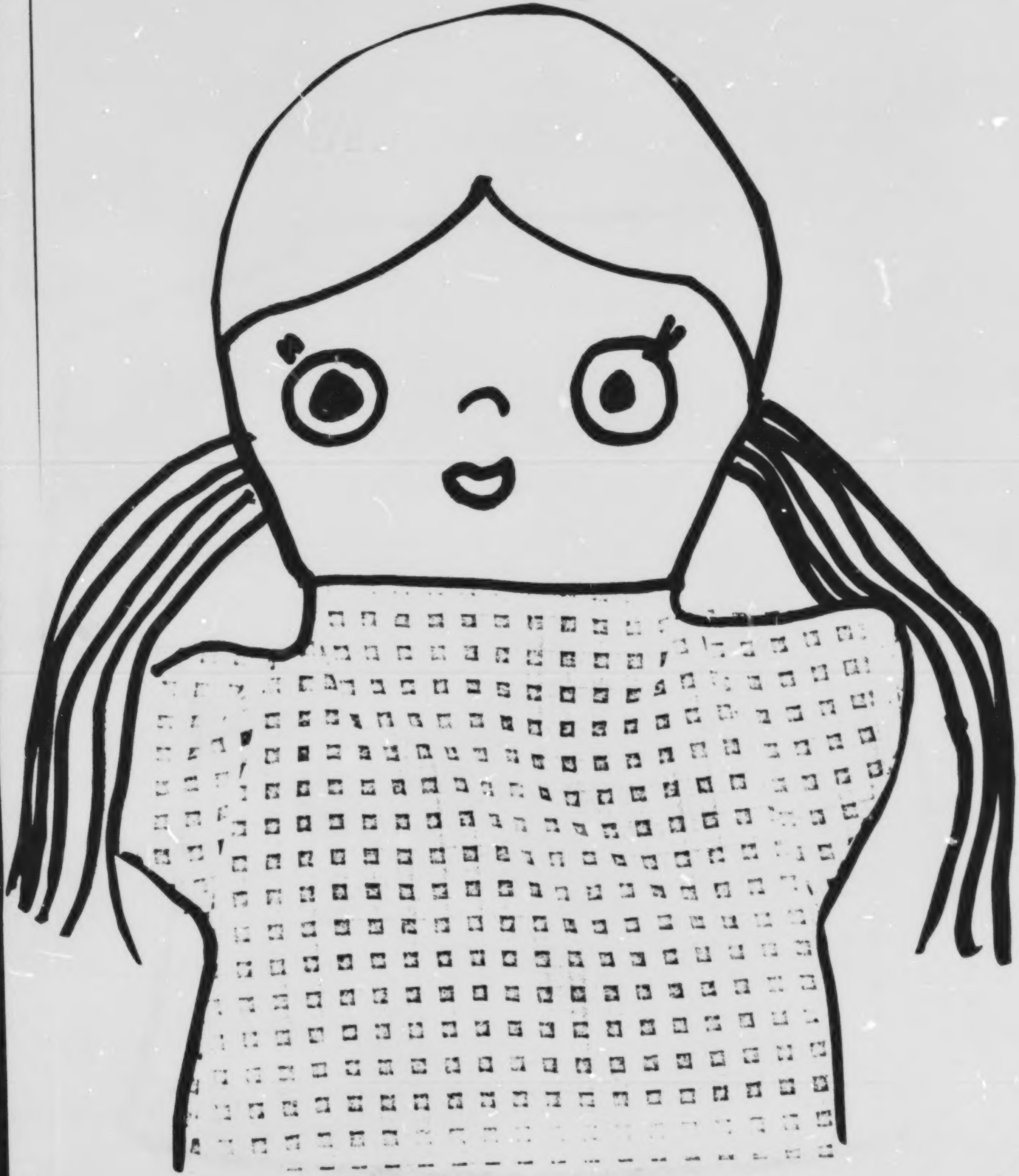
PUPPET B - BROTHER



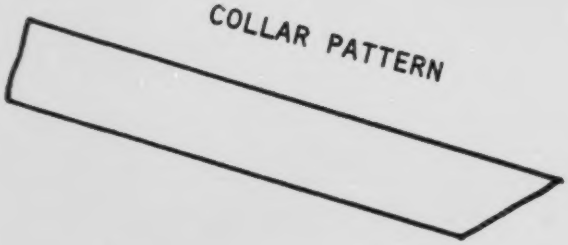
PUPPET B - BOY'S CLOTHING


SHIRT PATTERN
SEAM ALLOWANCE
SEAM ALLOWANCE
PANTS PATTERN

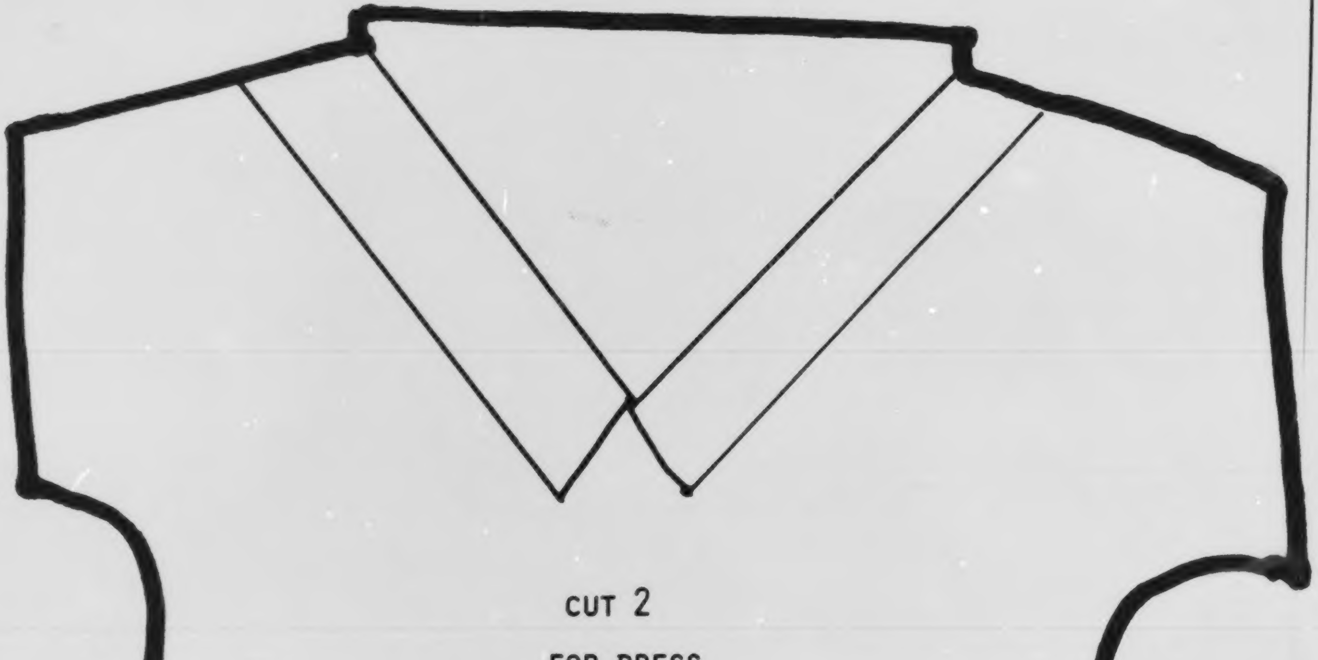
PUPPET B - SISTER



PUPPET B - GIRLS CLOTHING



COLLAR PATTERN

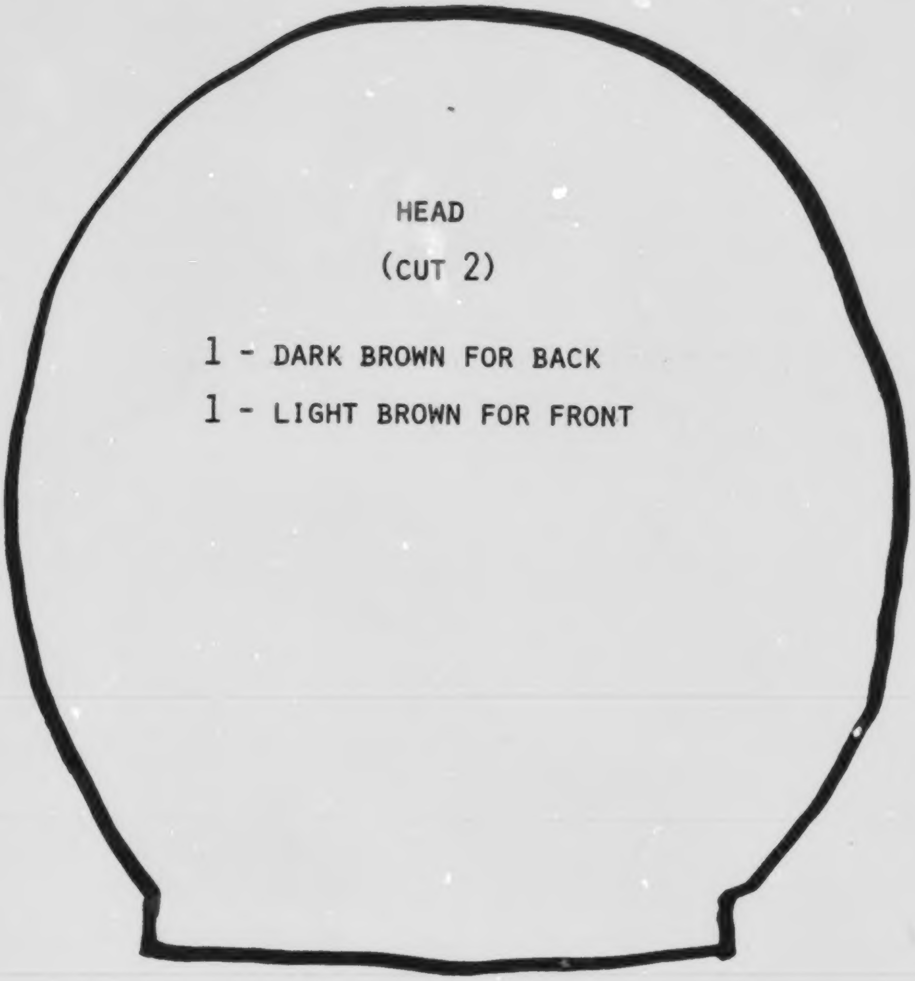


CUT 2

FOR DRESS

1. ATTACH FELT FOR COLLARS
   (CUT 2 COLLARS)

PUPPET B - HEAD PATTERN

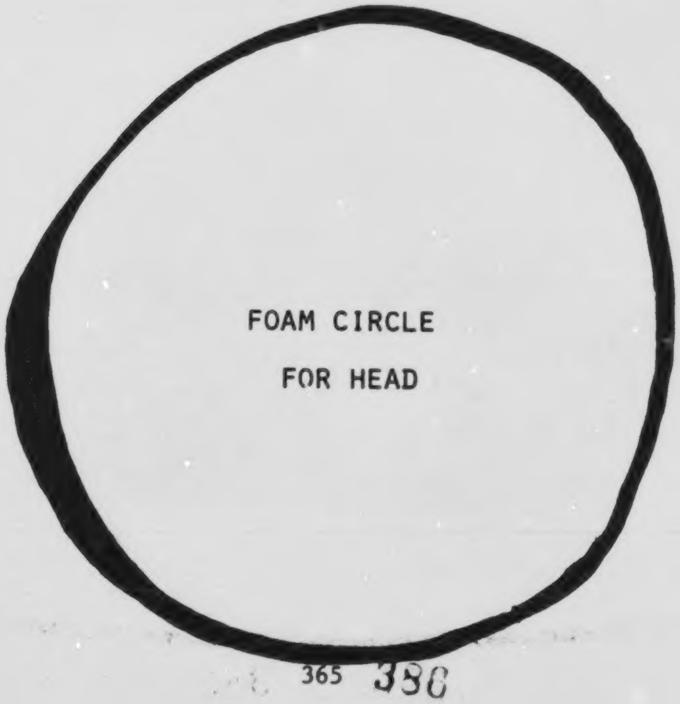


HEAD

(CUT 2)

1 - DARK BROWN FOR BACK

1 - LIGHT BROWN FOR FRONT



FOAM CIRCLE

FOR HEAD

PUPPET C

This puppet requires a little more construction time. This puppet will have a moveable mouth.

Materials:

1. Head

   A. Part 1 - felt (cut two)
   Use tan, brown or black

   A. Part 2 - (cut two)
   Cut 1 from same material as Part I
   Cut 1 from tagboard or pliable cardboard

2. Body

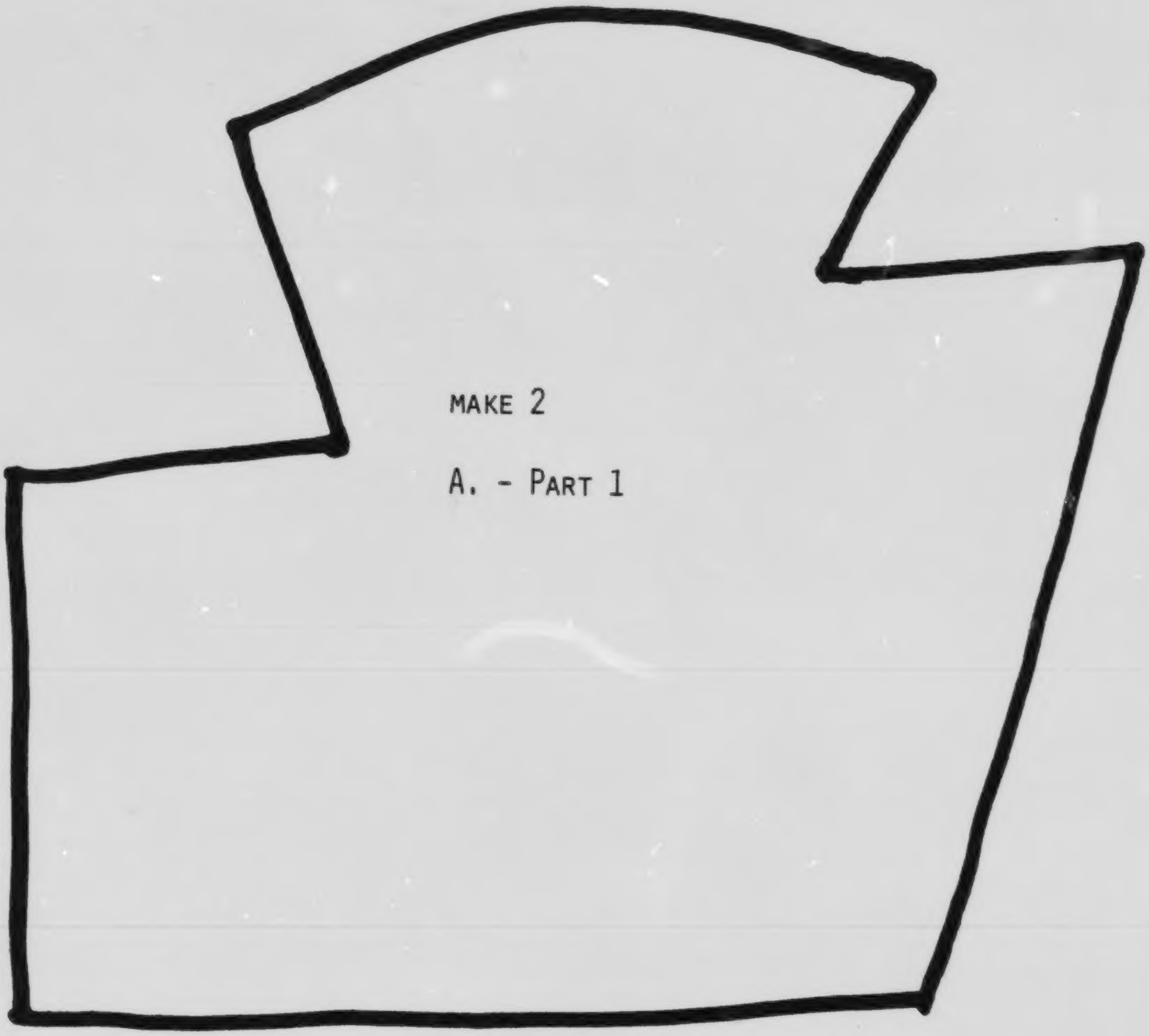
   A. Cut two
   Use any suitable fabric scraps

3. Arms

   A. Cut four
   Use felt and stitch together and stuff with cotton

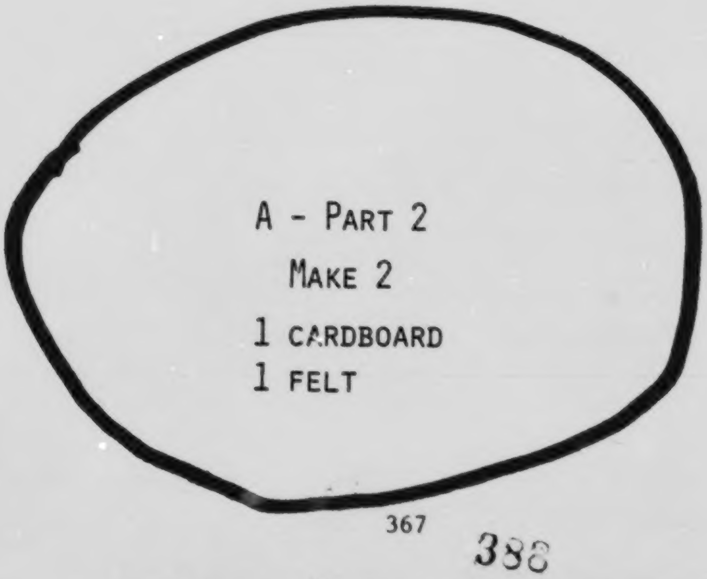
You may design your own puppets by using appropriate eyes, hair, etc.

PUPPET C



MAKE 2

A. - PART 1



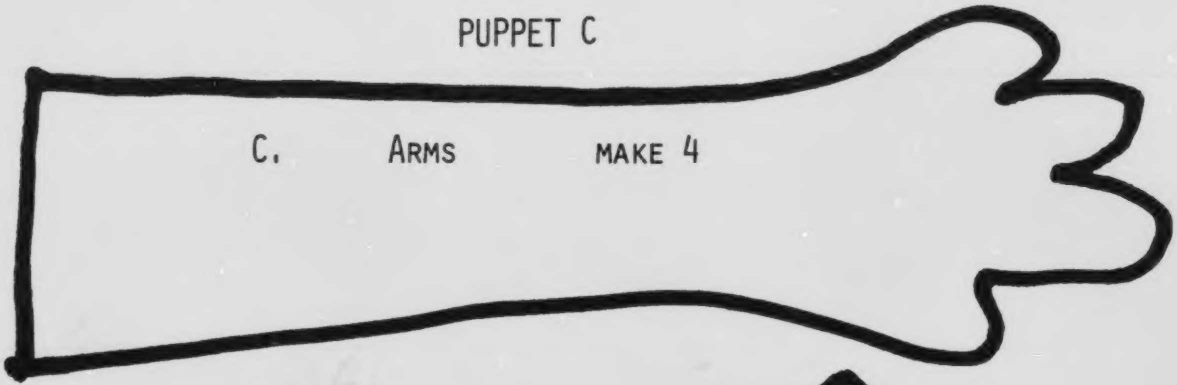
A - PART 2

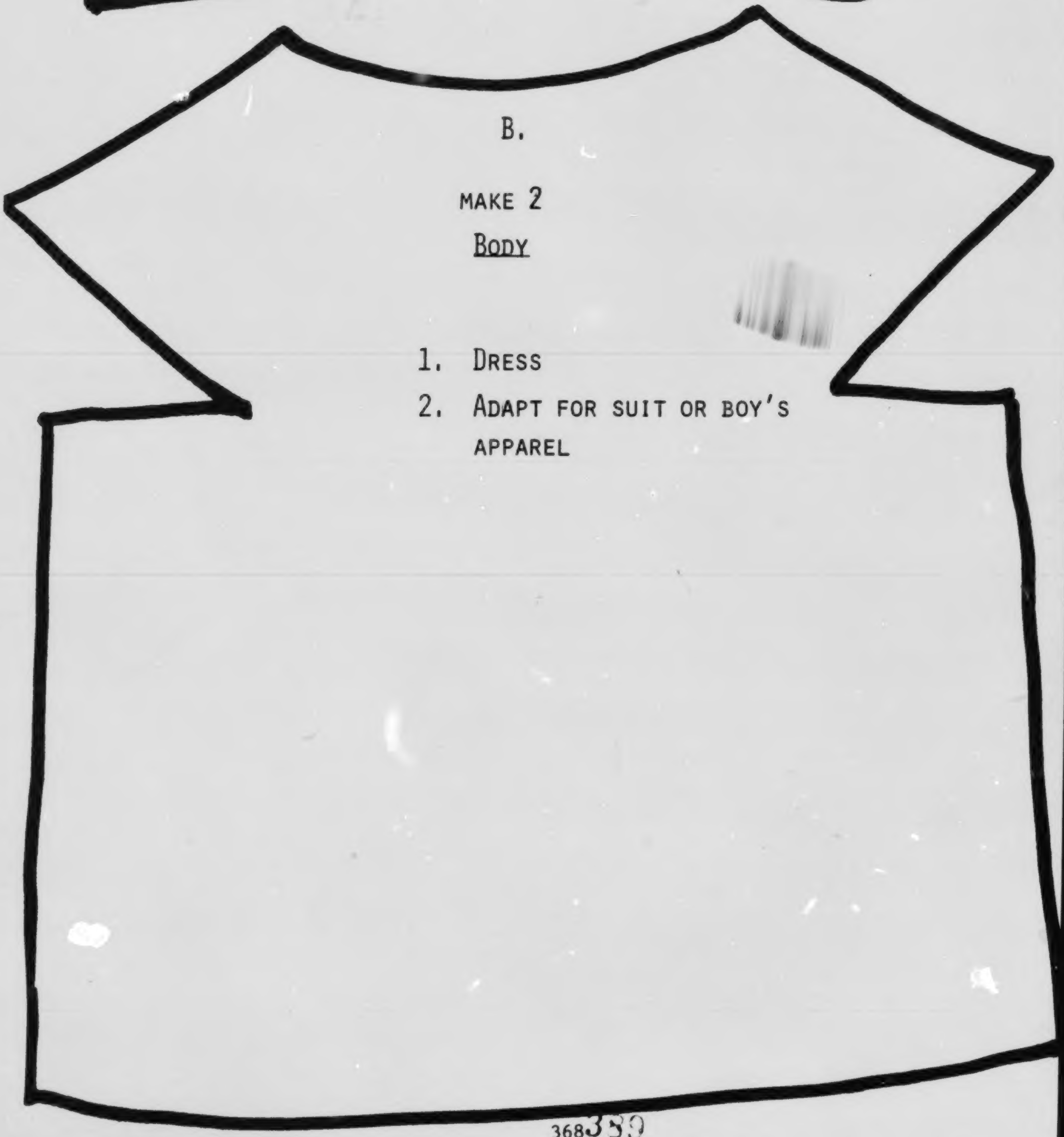
MAKE 2

1 CARDBOARD

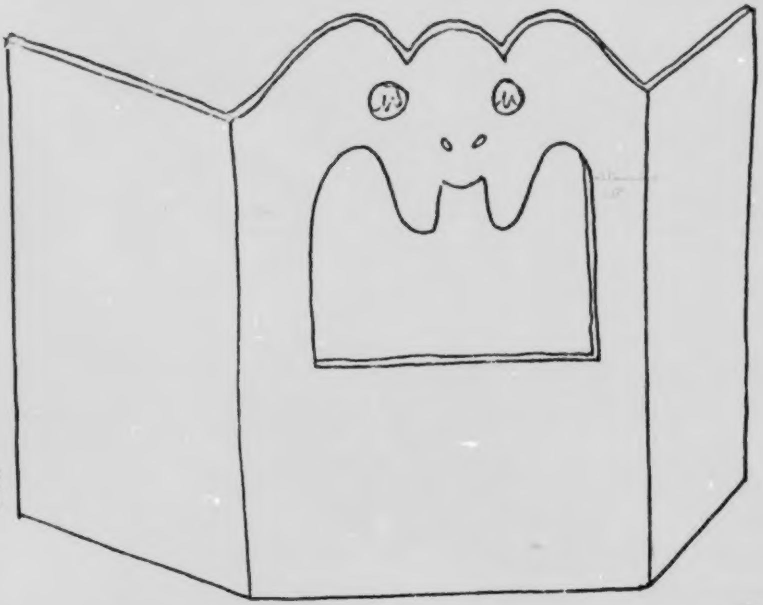
1 FELT

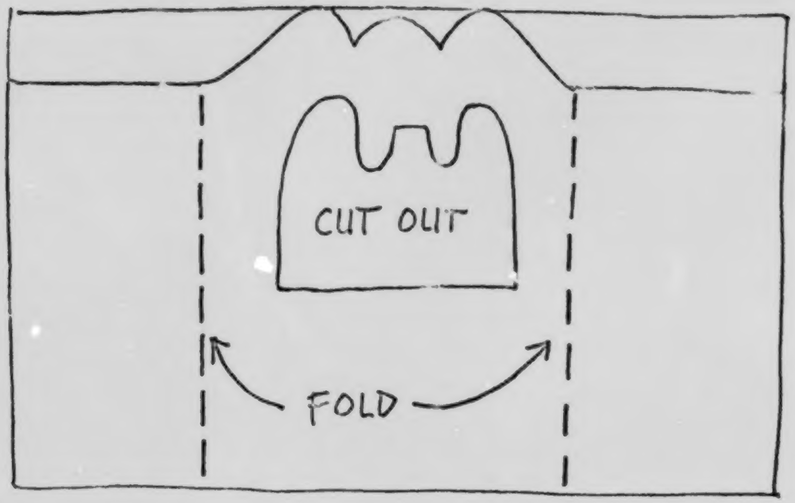
PUPPET C


C. Arms make 4

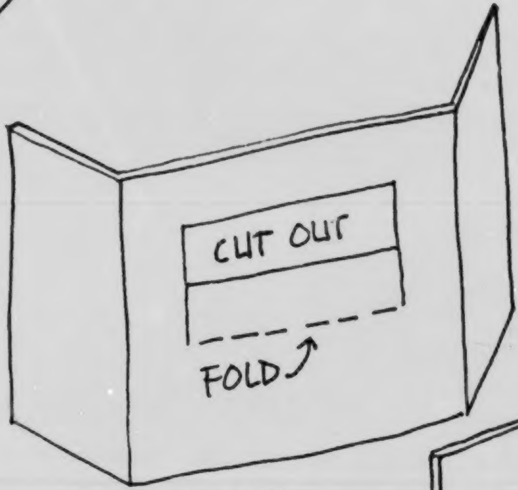

B.
make 2
Body
1. Dress
2. Adapt for suit or boy's apparel

PUPPET STAGE

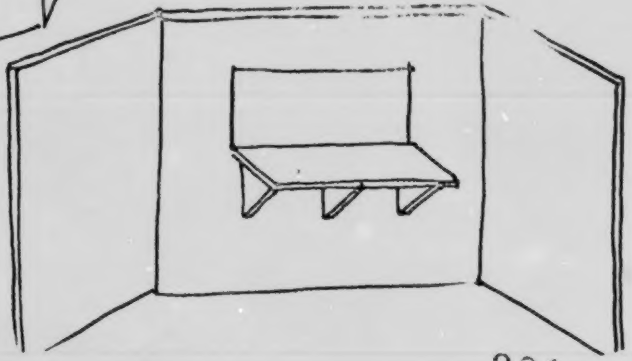



CUT OUT
FOLD

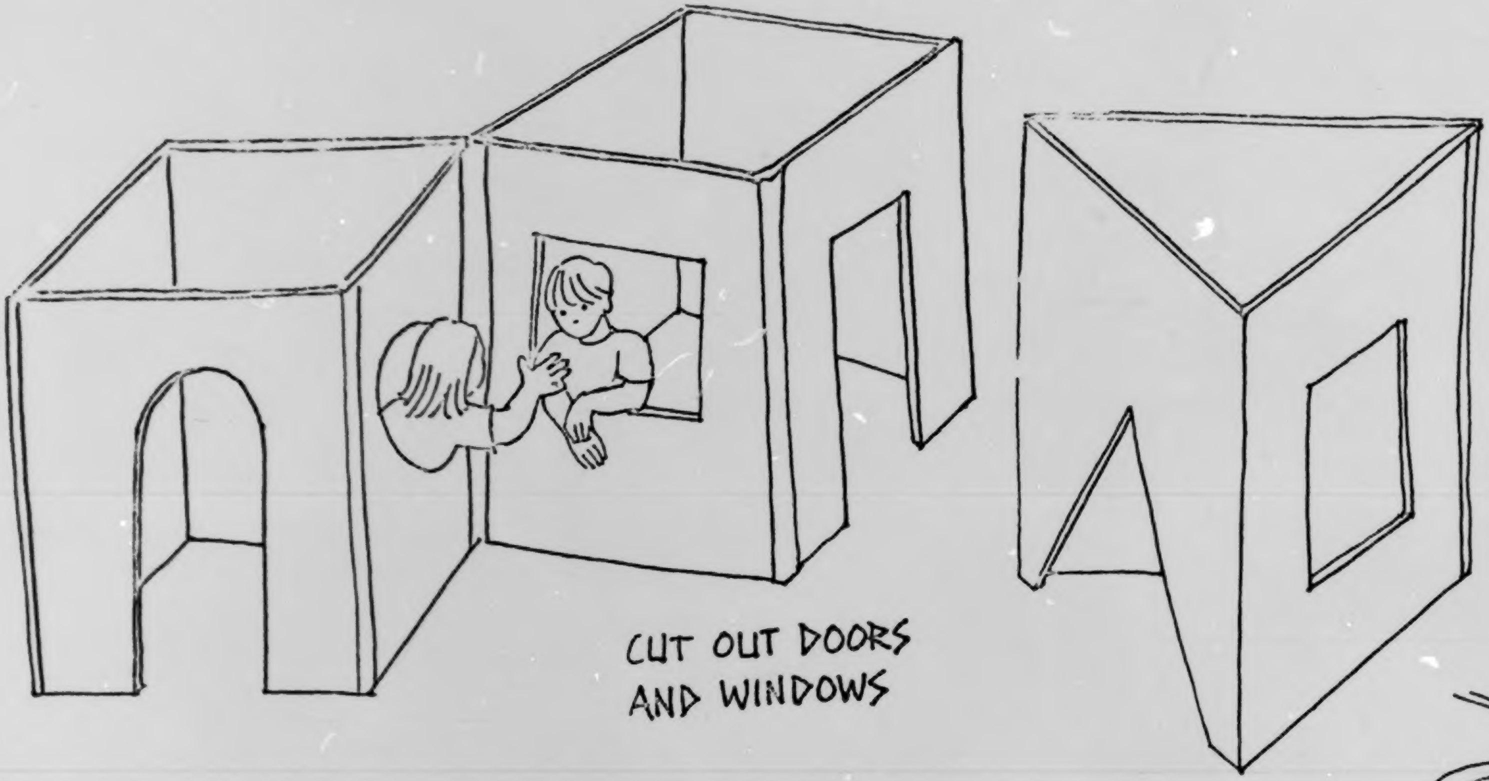
STORE


CUT OUT
FOLD

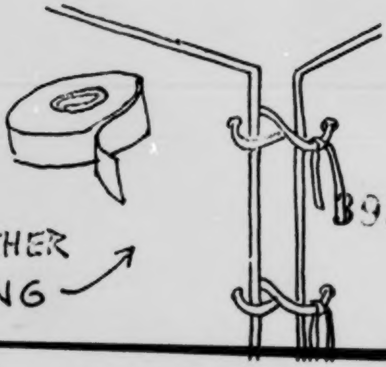
FRONT



PLAY HOUSES



CUT OUT DOORS
AND WINDOWS



USE FULL SHEETS
FASTEN SIDES TOGETHER
WITH TAPE OR STRING

A MODEL LEARNING PLAYGROUND

R. W. Zolomij, Department of
Landscape Architecture,
University of Illinois
Urbana - Champaign Campus

John H. Lewko, Motor and
Leisure Behavior Research
Laboratory, Children's
Research Center
University of Illinois
Urbana - Champaign Campus

Copies of this model playground material may be obtained on request from:

Merle B. Karnes, Ed.D.
Professor of Special Education
Institute for Child Behavior and Development
College of Education, University of Illinois,
Colonel Wolfe School
403 East Healey Street
Champaign, Illinois 61820
(217) 333-4890

RECIPE FOR FUN

Modeling Dough

Mix: 1 c. salt
½ c. cornstarch
2/3 c. water

Cook over low heat, stirring constantly, until it is a thick, doughy mass. Remove from stove and cool. If color is desired, knead in vegetable coloring. Store in waxpaper or plastic bag.

Dough

Mix: 1 c. salt
1 c. flour
Add: ½ c. water (approx.)

Knead. Store in plastic bag.

Dough

Mix: 1 c. salt
1 c. flour
Small amount of water
Add a little sawdust

Knead in some vegetable coloring. Store in plastic bag.

Dough

Mix: 3 c. flour
½ c. salt
2 T. Mazola Oil

Add water for proper consistency for shaping; coloring if desired.

Dough

Mix: 1 c. flour
½ c. salt
1 t. alum (if desired)

Add water a small amount at a time until consistency is stiff
Cookie dough
Powdered paint or food coloring as desired

Proportions in the dough recipes seem not important; your own preference is the deciding factor.

Finger Paint

Mix: 1 c. soap flakes
½ c. talcum powder
1 c. starch
1 c. water

Stir in 7 c. boiling water. Cook until thick (about 5 minutes). Cool, then add coloring (powdered paint or vegetable coloring).

Finger Paint

Mix: ½ c. starch with small amount of water and stir until dissolved.

Add to 1 qt. boiling water and cook until bubbly. Cool, then add ½ c. mild soap or detergent and ¼ c. talcum powder. Mix. Add powdered paint or vegetable coloring. Store in covered container.

Finger Paint

Mix: 1 c. water
½ c. sugar
1 c. flour

Add to 3 c. boiling water in top of double boiler, stirring constantly until thick. Remove from fire and add 1 T. boric acid powder and several drops of oil of cloves. Add powdered paint or vegetable coloring and store in covered jars.

Finger Paint

Mix: ½ c. Linit Starch with cold water to make smooth paste.
Add: 1-1/3 c. boiling water and cook until it is glossy.
Stir in ½ c. soap flakes.

Cool, then add 1 T. glycerin. Stir in desired color.

Finger Paint

Mix: Wallpaper paste and water to a thin paste.
Add: Coloring and a few drops of oil of wintergreen.

Finger Paint

Add coloring to thick plastic starch.

Paste

Mix: 3/4 c. flour
3/4 c. cold water

Stir until smooth. Add 2 c. boiling water, stir and cook in double boiler with low flame. Add 3/4 t. powdered alum; mix until smooth. Remove from heat and add ½ t. of wintergreen.

Paste

Dissolve ½ oz. alum in 1 pt. warm water
Let stand until cold.
Add flour until consistency of cream
½ t. powdered resin
2 cloves or few drops of oil of cloves
Boil, stirring constantly, until thick and falling from the pan. Remove whole cloves and store in cool place.

Paper Mache

Tear into small pieces: several sheets of newspaper. Put paper into containers that will not rust and soak 24 hours in hot water.

Shred paper until it is a pulpy mass. Squeeze out excess water. Add one of the following until mass is consistency to model:
Flour paste or dry wallpaper paste powder (without DDT) or laundry starch.
Keep in cool place, for a few days only.

Paste

Mix: 2 T. flour with little warm water
Pour 2 c. boiling water over this - boil 3 minutes in double boiler
Add: ½ t. powdered alum
2 drops of oil of wintergreen or cloves
Store in covered jars.

Paste

Mix: ½ c. flour
Cold water - enough to make creamy mixture
Boil over slow fire 5 minutes, stirring constantly.
Cool.
Add cold water to thin if necessary.
Add a few drops of oil of peppermint or oil of wintergreen.
Store in covered jar in refrigerator.

Paste

Mix: 1 c. sugar
1 c. flour
1 t. alum
1 qt. water

Cook in double boiler, stirring constantly - remove from heat. Stir in 30 drops of oil of cloves.

Soap Painting

Mix soap flakes or beads (not detergent) to a thick paste with water.
Paint on dark paper.

OR

Add coloring (may be beaten in) and paint on white paper.
Store in covered jar.
Add a little hot water and beat when you want to use it again.

REFERENCES

1. Dow, Emily R., What Can I Do Now? Aladdin Books, New York, 1950.

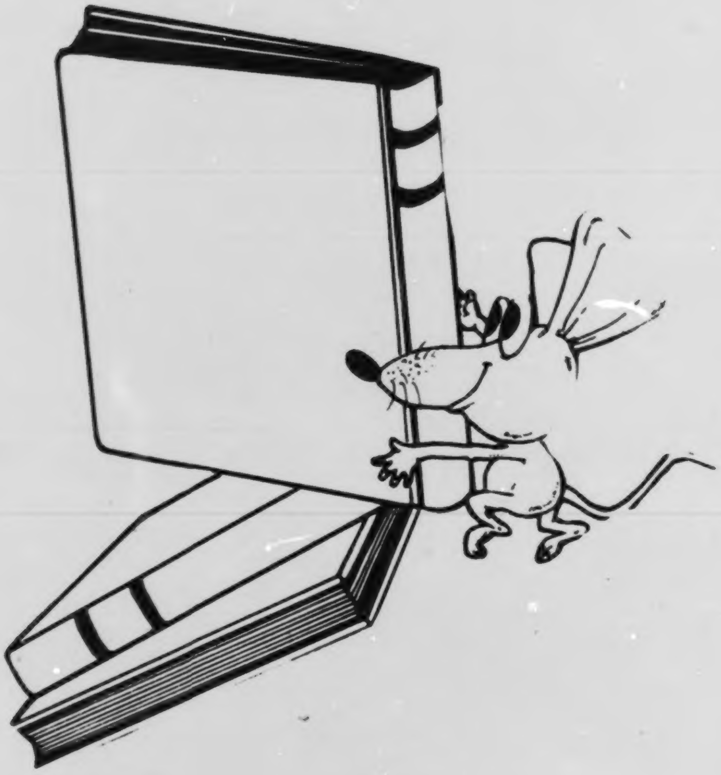
2. Fox, Lorene K., Peggy Brogan and Annie Louise Butler. A Guide for Parents (all children want to learn). The Grolier Society, 1954.

3. Johnson, June. Home Play for the Preschool Child. Harper and Bros., New York, 1957.

4. Keiser, Armilda B. Here's How and When. Friendship Press, New York, 1952.

5. Nursery Training School Alumnae Association. Formulas for Fun. Nursery Training School of Boston. Boston, Mass., 1951.

6. Sunderlin, Edith M. About Toys: Make Them At Home. Agricultural Extension Service. Iowa State College, 1950.



BOOKS SUITABLE FOR USE BY THE CHILD IN THE PRESCHOOL AND AT HOME

Dear Parents and Teachers,

Most of these books can be obtained at your local public library. Frequent trips to the library can be a valuable and fun learning experience for your child.

ALPHABET BOOKS

Alexander	ABC of Cars and Trucks
Anglund	A is for Always
Anglund	In a Pumpkin
Anno	Anno's Alphabet
Banner	Ant and Bee
Banner	Ant and Bee and the ABC
Baskin	Hosie's Alphabet
Boxer	Twenty-six Ways to be Somebody Else
Brown	All Butterflies
Brown	Peter Piper's Alphabet
Burningham	ABC
Carle	All About Arthur
Chardiet	C is for Circus
Chalip	Handtalk
Chwast	Still Another Alphabet Book
Cleary	The Hullabaloo ABC
Cooney	Garland of Games and Other Diversion
Crews	We Read: A-Z
Duvoisin	A for the Ark
Eichenberg	Ape in a Cape
Falls	ABC Book
Feelings	Jambo Means Hello
Felder	X Marks the Spot
Freeman	Add-a-Line Alphabet
Gag	ABC
Garten	The Alphabet Tale
Geisel	Dr. Seuss's ABC
Grant	Hey, Look at Me
Greenaway	A Apple Pie
Grossbart	A Big City
Hall	ABC of Cars, Trucks and Machines
Hall	Telltimes Alphabet Book
Heide	Alphabet Zoo
Hoberman	Nuts to You - Nuts to Me
Ilsley	Busy Day for Chris
Ipcar	I Love my Anteater with an A
Johnson	Harold's ABC
Kuskin	ABCDEFGHIJKLMNOPQRSTUVWXYZ
Lear	Edward Lear's A Nonsense Alphabet
Lord	Our New Baby's ABC
McGinley	All Around the Town
Matthiesen	ABC, An Alphabet Book
Miles	Apricot ABC
Milgram	ABC Science Experiments
Miller	Alphabet World

ALPHABET BOOKS (Con't)

Morse	All in a Suitcase
Muehl	My Name is __________, A game of letters
Newberry	The Kitten's ABC
Ogg	The Twenty-Six Letters
Obenbury	ABC Of Things
Palazzo	A Cat Alphabet
Palazzo	A Dinosaur Alphabet
Palazzo	An Elephant Alphabet
Palazzo	A Horse Alphabet
Parish	A Beastly Circus
Parker	Russian Alphabet Book
Peppe	The Alphabet Book
Piatti	Animal ABC
Reeves	Ragged Robin
Rey	Curious George Learns the Alphabet
Rojankovsky	Animals in the Zoo
Russell	A is for Apples and Why
Scarry	Babykins and His Family
Sendak	Alligators All Around
Sesame Street	ABC Storybook
Sesame Street	Alphabet Book
Suess	Dr. Suess's ABC
Shuttlesworth	ABC of Buses
Steiner	Annie's ABC Kitten
Tanyzer	My Alphabet Book in Pitman's Initial Alphabet
Tudor	A is for Annabelle
Walker	I Packed My Trunk
Walters	City-Country ABC
Watson	What Does A Begin With?
Wildsmith	Brian Wildsmith's ABC
Williams	Big Golden Animal ABC
Wolff	Let's Imagine Thinking Up Words
Wondriska	A Long Piece of String
Zacks	Space Alphabet

COLOR

Abisch	Open Your Eyes
Anglund	What Color is Love?
Duviosin	House of Four Seasons
Emberly	Green Says Go
Ipcar	The Wild Whirlwind
Lionni	Little Blue and Little Yellow
Lobel	The Great Blueness and Other Predicaments
MacDonald	Red Light, Green Light
O'Neill	Hailstones and Halibut Bones
Radlauer	Colors
Reiss	Colors
Sandburg	Nicholas' Red Day
Steiner	My Slippers Are Red

COLORS (Con't)

Tison	Adventures of Three Colors
Wolff	Feeling Blue
Wolff	Hello Yellow
Wolff	Seeing Red
Zacharias	But Where is the Gree Parrot?
Zolotow	Mr. Rabbit and the Lovely Present

FRIENDS

Anglund	A Friend is Someone Who Likes You
Brown	Best Friends
Delton	Two Good Friends
Hoban	Best Friends for Frances
Hoffman	Steffie and Me
Lobel	Frog and Toad Are Friends
Lobel	Frog and Toad Together
Mannheim	The Two Friends
Marshall	George and Martha
Marshall	George and Martha Encore
Sherman	I Do Not Like It When My Friend Comes to Visit
Udry	Let's be Enemies
Zolotow	The Hating Book
Zolotow	My Friend John

NEW SITUATIONS

Adelson	All Ready for School
Cohen	The New Teacher
Cohen	Will I Have a Friend?
Doane	The First Day
Engeman	My First Days at School
Marino	Moving Day
Rockwell	My Doctor
Schick	Katie Goes to Camp
Sharmat	I Want Mama
Udry	What Mary Jo Wanted
Waber	Ira Sleeps Over

NUMBERS

Allen	Count With Me
Allen	Numbers, A First Counting Book
Banner	One, Two, Three With Ant and Bee
Barr	99 Ducks Plus 1
Bishop	Twenty-Two Bears
Belgvad	One is For the Sun
Bradfield	The Big, Happy 1-2-3

NUMBERS (Con't)

Carle	One, Two, Three to the Zoo
Carle	The Rooster Who Set Out to See the World
Carona	The True Book of Numbers
Chwast	Still Another Number Book
Cooke	My Daddy and I
Crews	Ten Black Dots
Eichenberg	Dancing in the Moon
Elkin	Six Foolish Fishermen
Emberley	One Wide River to Cross
Feelings	Moja Means One
Fisher	One and One
Franciose	Jeanne-Marie Counts Sheep
Froman	Less Than Nothing is Really Something
Gag	Millions of Cats
Gregor	1 2 3 4 5 Verses
Gretz	Teddy Bears, One to Ten
Haley	One, Two, Buckle My Shoe
Hay	Not I Can Count
Hoban	Count and See
Hoberman	The Looking Book
Ipcar	Brown Cow Farm
Kredenser	1, One Dancing Drum
Krus	3 x 3, Three by Three
Langstaff	Over in the Meadow
Mack	Ten Bears in My Bed
McLeod	One Snail and Me
Moore	My Big Golden Counting Book
Morse	Sea Sums
Oxenbury	Numbers of Things
Peppe	Circue Numbers
Rowan	Everybody In! A counting book
Scarry	Richard Scarry's Babykins and His Family
Sendak	One was Johnny
Sesame Street	Counting Book
Sesame Street	How Many Elephants Are There?
Sesame Street	One, Two, Three Storybook
Stanek	10 in One Family
Tudor	One is One
Watson	What is One?
Wildsmith	Brian Wildsmith's 1, 2, 3's
Zolotow	One Step, Two

SEASONS

Birnbaum	Green Eyes
Brewton	Sing a Song of Seasons
Chaffin	I Have a Tree
Cole	Poems for Seasons and Celebrations
Darby	What is a Season?
Duvoisin	House of Four Seasons

SEASONS (Con't)

Fish	When the Root Children Wake Up
Fisher	I Like Weather
Fisher	Where Does Everyone Go?
Friedrich	The Easter Bunny that Overslept
Hawkinson	Days I Like
Hawkinson	What is a Season?
Hoban	Letitia Rabbit's String Song
Hopkins	City Talk
Hopkins	I Think a Saw a Snail
Howell	Everything Changes
Hurd	Day the Sun Danced
MacDonald	The Little Island
Podendorf	The True Book of Seasons
Radlauer	About Four Seasons and Five Senses
Tresselt	It's Time Now
Tudor	Around the Year
Victor	Sh-h! Listen Again!
Walters	Small Pond
Wolcott	God Gave Us Seasons
Zolotow	In My Garden
Zolotow	Over and Over

SPRING

Anglund	Spring is a New Beginning
Blos	It's Spring
Carrick	Swamp Spring
Clymer	Belinda's New Spring Hat
Craig	Spring is Like the Morning
Duvoisin	Spring Snow
Fisher	Up, Up the Mountain
Fox	When Spring Comes
Gar	Nicest Time of Year
Keats	Jennie's Hat
Krauss	Happy Day
Flack	Angus and the Ducks
Freeman	Quiet! There is a Canary in the Library
Gaeddert	Noisy Nancy Norris
Gaeddert	Noisy Nancy and Nick
Geisel	Mr. Brown Can Moo! Can You?
Grifalconi	City Rhythms
Hoban	Henry and the Monstrous Din
Johnson	Night Noises
Kuskin	All Sizes of Noises
Ogle	I Hear
Rand	Listen! Listen!
Showers	The Listening Walk
Sicotte	Riot of Quiet
Skaar	What Do the Animals Say?
Spier	Crash! Bang! Boom!
Teal	The Little Woman Wanted Noise
Victor	Sh-h! Listen Again!
Wolff	Let's Imagine Sounds

SHAPE

Bendick	Shapes
Budney	A Kiss is Round
DeRegniers	Show Book
Emberley	The Wing on the Flea
Freeman	Finding Out About Shapes
Geisel	The Shape of Me and Other Stuff
Hoban	Shapes and Things
Hoban	Circles, Triangles and Squares
Kessler	Are You Square?
Reiss	Shapes
Reit	Round Things Everywhere
Rinkoff	A Map is a Picture
Salazar	Squares Are Not Bad
Schlein	Shapes
Shapur	Round and Round and Square
Shaw	It Looked Like Spilt Milk
Ungerer	Snail, Where Are You?

SIZE

Beim	The Smallest Boy in the Class
Berkley	Big and Little, Up and Down
Black	Big Puppy and Little Puppy
Brenner	Mr. Tall and Mr. Small
Burton	The Little House
Felt	Rosa-Too-Little
Kalusky	Is it Blue as a Butterfly
Keith	A Small Lot
Krasilovsky	The Very Little Boy
Krasilovsky	The Very Little Girl
Myllar	How Big is a Foot?
Rand	I Know a Lot of Things
Schlein	Heavy is a Hippopotamus
Schneider	How Big is Big?
Tamburine	Almost Big Enough
Tolstoy	The Great Big Enormous Turnip

TIME: IN GENERAL

Adler	Time in Your Life
Behn	All Kinds of Time
Bell	The Riddle of Time
Bendick	The First Book of Time
Bradley	Time for You
Bragdon	Tell Me the Time Please
Buckley	Little Boy and the Birthdays
Buehr	Keeping Time
Francoise	What Time Is It, Jeanne-Marie?
Goudsmit	Time

TIME: IN GENERAL (Con't)

Hay	Now I Can Count
Hutchins	Clocks and More Clocks
Johnston	Edie Changes Her Mind
Neal	The Mystery of Time
Reck	Clocks Tell Time
Schlein	It's About Time
Selsam	How Animals Tell Time
Tannenbaum	Understanding Time
Waller	Book to Begin on Time
Watson	What is Tomorrow?
Ziner	True Book of Time

DAYS, WEEKS, MONTHS

Bannon	Little People of the Night
Bradbury	Switch on the Night
Branley	What Makes Day and Night?
Brindz	The Story of Our Calendar
Brown	A Child's Goodnight Book
DeRegniers	May I Bring a Friend?
Emberley	Night's Nice
Fisher	In the Middle of the Night
Galt	Seven Days from Sunday
Goudey	The Day We Saw the Sun Come Up
Ressner	At Night
Schlein	Here Comes the Night
Schneider	Follow the Sunset
Sendak	Chicken Soup with Rice
Shulevitz	One Monday Morning
Zolotow	The Night Mother Stayed Away
Zolotow	Wake Up and Goodnight

WORDS

Bernstein	Inside, Outside, Upside Down
Burroway	The Truck on the Track
DePaola	Andy (That's My Name)
Einsel	Did You See?
Ets	Talking Without Words
Fademan	Wally the Wordworm
Geisel	The Footbook
Geisel	In a People House
Hay	I See a Lot of Things
Hutchins	Rosie's Walk
Kaufman	Words
Krauss	A Hole is to Dig
Krauss	Eyes, Nose, Fingers, Toes
Martin	The Apple Book
Merriam	A Gaggle of Geese
Ogle	I Spy With My Little Eye

WORDS (Con't)

Rand	Sparkle and Spin
Sage	Words Inside Words
Scarry	Best Word Book Ever
Schurr	Cats Have Kittens - Do Dogs Have Mittens?
Schlein	Fast is not a Ladybug
Schlein	Heavy is a hippopotamus
Seaver	Adam and Eve Name the Animals
Tresselt	How Far is Far?
White	Word Twins

IDENTITY: IN GENERAL

Aldis	Dumb Stupid David
Amos	Tom in the Middle
Babbitt	Phoebe's Revolt
Beim	Smallest Boy in the Class
Conford	Just the Thing for Geraldine
Colman	The Boy Who Couldn't Make Up His Mind
Gill	Hush, Jan!
Goff	Where is Daddy? The story of divorce
Gray	Send Wendell
Guilfoile	Have You Seen My Brother?
Hoban	Baby Sister for Francis
Lasker	Mothers Can Do Anything
Kessler	The Day Daddy Stayed Home
Misch	At Daddy's Office
Lenski	Debbie and Her Family
Lenski	Little Family
Lenski	Pappa Small
McCloskey	Blueberries for Sale
McCloskey	One Morning in Maine
McCloskey	Time of Wonder
Ness	Exactly Alike
Paterson	The Biggest Snowstorm Ever
Penn	Mommies Are for Loving
Puner	Daddies, What They Do All Day
Radlauer	Father is Big
Radlauer	Mothers Are That Way
Scarry	Babykins and His Family
Schick	Peggy's New Brother
Segal	Tell Me a Mitzi
Sonneborn	Friday Night is Papa Night
Udry	Mary Jo's Grandmother
Ungerer	No Kiss for Mother
Viorst	My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins or Things
Zolotow	A Father Like That

BEHAVIOR, BEHAVIOR & EVERYDAY PROBLEMS

Bonsall	It's Mine! A greedy look
Chandler	The Boy Who Made Faces
DuBois	Lazy Tommy Pumpkinhead
Hazen	The Gorilla Did It
Hitte	Boy, Was I Mad!
Holland	A Bad Day
Johnson	Mole and Troll Trim the Tree
Kuratomi	Mr. Bear and the Robbers
Lexau	Finders Keepers, Losers Weepers
Lipkind	Finders Keepers
Preston	The Temper Tantrum Book
Ness	Sam Bangs and Moonshine
Rice	Oh, Lewis!
Seignbosc	The Thank-You Book
Sendak	Pierre, A Cautionary Tale
Slobodkin	Excuse Me! Certainly!
Slobodkin	Thank You - You're Welcome
Steptoe	My Special Best Words
Steptoe	Stevie
Stover	They Didn't Use Their Heads
Viorst	Alexander and the Terrible, Horrible, No Good Very Bad Day
Wells	Unfortunately Harriet
White	How to Lose Your Lunch Money
Zolotow	Big Brother
Zolotow	Quarreling Book

FAMILY

Aliki	June 7!
Beim	Too Many Sisters
Bell	Wanted...A Brother
Borack	Grandpa
Brenner	Nicky's Sister
Brownstone	All Kinds of Mothers
Buckley	Grandfather and I
Buckley	Grandmother and I
Carton	Mommies
Duvoisin	Jasmine
Ets	Bad Boy, Good Boy
Ets	Just Me
Fenton	Fierce John
Freeman	Dandeline
Garelick	Here Comes the Bride
Gretan	All Except Sammy
Hill	Evan's Corner
Iwasaki	Staying Home Alone on a Rainy Day
Keats	Whistle for Willie
Kent	Just Only John
Klein	Girls Can Be Anything
Krasilovsky	The Very Little Girl
Krasilovsky	The Very Little Boy
Kraus	Owliver
Krauss	The Growing Story

FAMILY (Con't)

McGovern	Scram, Kid!
Ormondroyd	Broderick
Raskin	Moose, a Goose and Little Nobody
Rudolph	Look at Me
Schlein	Billy, the Littlest One
Scott	Sam
Simon	How Do I Feel?
Smith	When I Am Big
Stone	I'm Glad I'm Me
Woods	I Want to be Different
Zolotow	William's Doll

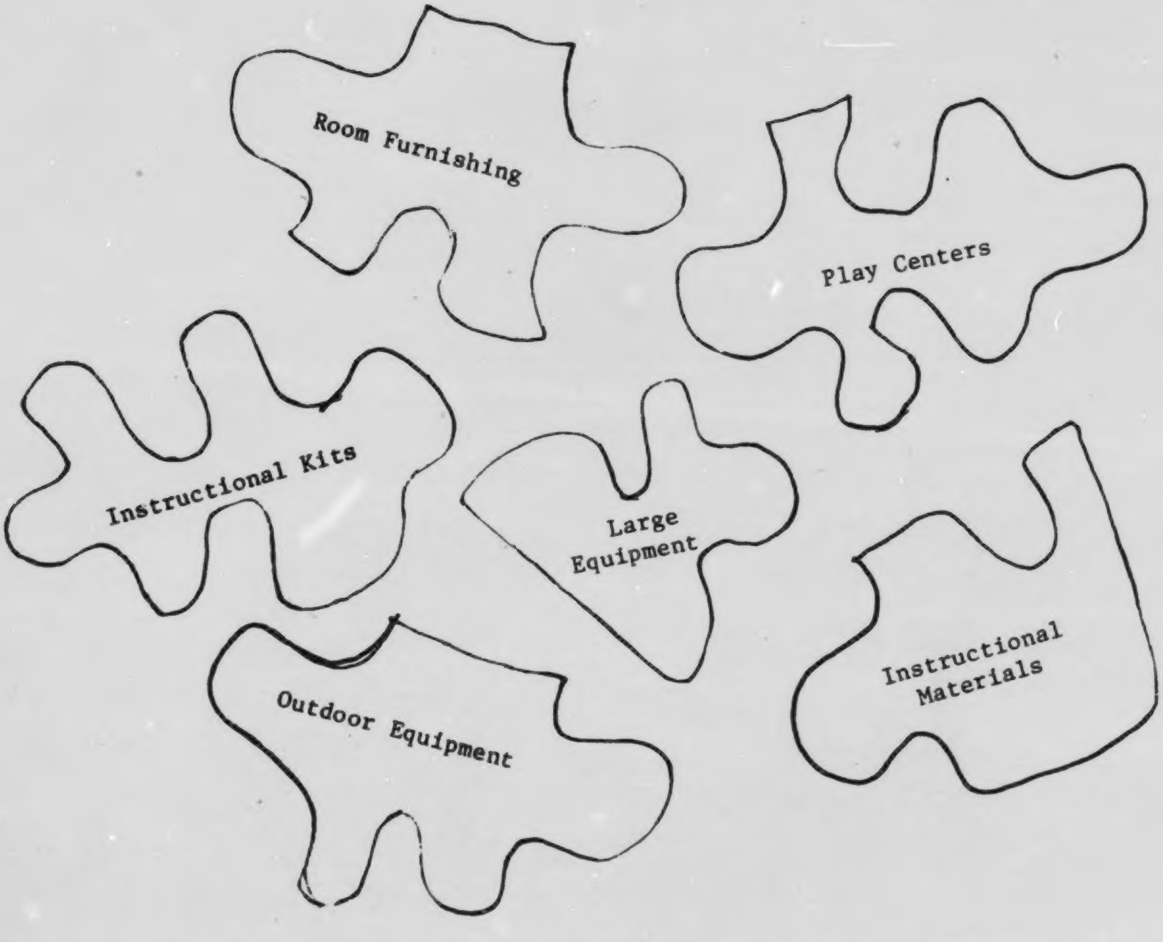
SUPERLATIVES

Anderson	Two Hundred Rabbits
Dayton	Earth and Sky
Domanska	If All the Seas Were One Sea
Elkin	The Loudest Noise in the World
Gag	Millions of Cats
Hutchins	Tom and Sam
Lionni	The Biggest House in the World
Ward	The Biggest Bear

OPPOSITES

Berkley	Big and Little, Up and Down
Blair	The Up and Down Book
Hefter	Noses and Toes
Hoban	Push, Pull, Empty, Full
Littell	Left and Right with Lion and Ryan
Molarsky	Right Thumb, Left Thumb
Schlein	Fast is Not a Ladybug
Schwartz	Uphill, Downhill
Sesame Street	Book of Opposites
Spier	Fast-Slow, High-Low

SUGGESTED MATERIALS AND EQUIPMENT


Room Furnishing
Play Centers
Instructional Kits
Large Equipment
Instructional Materials
Outdoor Equipment

SUGGESTED MATERIALS AND EQUIPMENT FOR THE CLASSROOM

Materials and Equipment

Room Furnishings:

- storage units
- toy shelves
- sink
- low toilets
- low wash basin
- tables and chairs
- carpeted area
- unit for book display
- full-length mirror
- record player
- coat hooks within reach of child

Creative Play Center:

- child's table and chairs
- child's rocking chair
- doll bed, dolls, clothing
- doll buggy
- play store, cooking set, dishes
- play cupboard
- toy ironing board and iron
- child's broom and dustpan
- easel and brushes
- sandbox and sand play toys
- wooden cars, trucks, planes
- large wooden blocks
- water play tray
- assorted dress-up clothing, both sexes
- workbench

Instructional Materials:

- tip cups
- suction cup bowls
- utensil holders
- perception cylinders
- Childcraft action blocks
- Creative Playthings activator
- busy box, busy board
- push toys
- pull toys
- polyfoam blocks
- hourglass - Playskool
- Fisher-Price toys

Instructional Materials: (Con't)

- stacking rings
- large pegs
- musical toys

Instructional Toys:

- assorted records
- assorted books with large, clear pictures
- assorted balls: rubber, plastic, inflatable, texture, clutch
- wood formboards
- wood puzzles
- shape sorting box
- Tupperware shapes
- primary pegboards
- peg grading board
- nesting cups, wood boxes
- nuts and bolts
- jumbo wood beads
- animal voices, various noise makers
- turn-a-gear board
- cash register
- interlocking train
- animal talk game - Mattel
- button board
- dressing frames or aprons - buttons, zipper, etc.
- snap-n-play blocks
- pop-it beads
- giant plastic links
- block and peg building set
- eye-hand perception set - rolling pin, ball
- assorted styrofoam shapes
- hand puppets
- bean bags
- hand mirror
- jack-in-the-box
- inflatable punch clown
- flannelboard - stories, shapes, objects, face and body
- assorted rhythm instruments
- plastic fruit, vegetables
- bendable rubber family, community workers
- toy telephones
- stepping stones
- counting blocks
- wooden blocks in carts
- eating utensils
- toothbrushes

Large Play Equipment for Indoors or Outdoors:

- stand and slide
- wooden rocking boat, stairs, reversible
- seesaw

Large Play Equipment for Indoors or Outdoors: (Con't)

- wagon carts
- tricycle
- punching bag
- trampoline
- balance board
- adjustable ladder
- gym mats
- small wood slide
- skateboard
- riding toys
- crawl through tunnels

For Multiply Handicapped:

- sandbags
- relaxation chair
- stand-in-table
- mobile treatment stool
- rocking horse
- child's wheelchair
- child's walker
- child's parallel bars
- walking stairs
- block chairs
- fastening straps
- captain chairs
- potty chairs

TEACHING MATERIALS

THE FOLLOWING INFORMATION WAS SUMMARIZED FROM A SURVEY DISTRIBUTED TO EARLY CHILDHOOD TEACHERS IN THE SOUTHWEST ILLINOIS REGIONAL SPECIAL EDUCATION ASSOCIATION CATCHMENT AREA.

MATERIALS WITH AN ASTERISK (*) WERE FELT TO BE ESSENTIAL TO START AN EARLY CHILDHOOD CLASSROOM.

Room Furnishings

- storage units
- toy shelves
- sink
- low toilets
- low wash basin
- tables and chairs
- carpeted area
- unit for book display
- full-length mirror
- record player
- coat hooks within reach of child
- tape recorder

Instructional Kits

* GOAL (Goal Oriented Activities for Learning) - Mathematical Concepts
GOAL - Level I Language Development
* PEEK (Peabody Early Experiences Kit)
DUSO (Developing Understanding of Self and Others)
Karnes Early Language Activities (GEM)
* PORTAGE - Guide to Early Education
* PEABODY - Language Development, Level P
PERFORMANCE OBJECTIVES
DISTAR - Language I Insturctional System
TOYS TO DEVELOP PERCEPTUAL SKILLS - Milton Bradley
LEARNING TO DEVELOP LANGUAGE SKILLS - Milton Bradley
* DEVELOPMENT OF NUMBER READINESS - Milton Bradley

Other Series

Launch - The Spice Series Educational Service
Frostig - Perceptual Development Series
Hays - Early Childhood Series
Developmental Sentence Analysis - N. U. Press
Interactive Language Development - N. U. Press
Folkes Sentence Builder

* DLM - Developmental Learning Materials

Instructional Materials and Toys

exercise mats
* balance beam
scooter boards
* crawl through tunnel
bouncing tube
bowling set
jump ropes
* playground ball
* nerf balls
* clutch ball
bean bags
* sand and water table
sand play toys
indoor gym house
wood rocking boat
* ride toys - tricycles, etc.
* lincoln logs
* tinker toys
jack-in-the-box
* dressing frames
wood working bench
* flannel board
* flannel board stories
* lacing shoe
* nuts and bolts

Instructional Materials and Toys (Con't)

* cobbler's pounding bench
workbench
keys of learning
wood dominoes
* wooden beads
play chips
* stacking donuts
* building blocks
cardboard building blocks
threading block
snap and lock rings/beads
* jumbo pegboard and pegs
Be Ba Bo
Fisher Price farm
Fisher Price garage
Fisher Price airplane
sorting board
interlocking concept train
inflatable punch clown
wooden trucks, cars, planes
* easel
* playdough
* double handed scissors
* regular scissors
* left-handed scissors
* easy grip scissors
* clay
* paint brushes
table games - Candyland, Sesame Street
* rhythm set
drum
xylophone
* buzzer board
talk back

Playhouse Accessories

* rocker
* doll
* doll clothes
doll buggy
doll bed
house cleaning set
* telephones
tea set
cookware set
flatware set
stove
sink
refrigerator
cabinet
hand mirror

Playhouse Accessories (Con't)

- * small table and chairs
- * children's books (see Other Information)
- cash register
- toy ironing board and iron
- * assorted dress-up clothes
- * puppets - people, animals
- * puzzles (see Other Information)
- * records (see Other Information)

Other Items

- * potty chair
- animals - hamsters, gerbils, mice, etc.

Multiply Handicapped

- sand bags
- relaxation chair
- stand-in-table
- mobile treatment stool
- rocking horse
- child's wheelchair
- child's walker
- child's parallel bars
- walking stairs
- block stairs
- fastening straps
- captain chairs

Outdoor Equipment

- seesaw
- trampoline
- adjustable ladder
- small slide
- swings
- skateboard
- preschool climber
- sand box

Other Information

Puzzles - Judy, Playskool, Childcraft, Lauri.

Records - Hap Palmer, Sesame Street, Children's Creative Play Songs, William Janiak, Educational Activities, Ella Jenkins, Romper Room, Golden Storybooks.

Children's Book - Dr. Seuss, Bowmar, Childcraft, Golden Books, Ezra Jack Keats, Bill Martin Series.

DEAR PARENTS,

If you are presently throwing these things away, please don't! We could use them for learning activities in the classroom. Save your beautiful junk and send it in a plastic bag to school with your child. We would appreciate it.

BEAUTIFUL JUNK FOR LEARNING ACTIVITIES

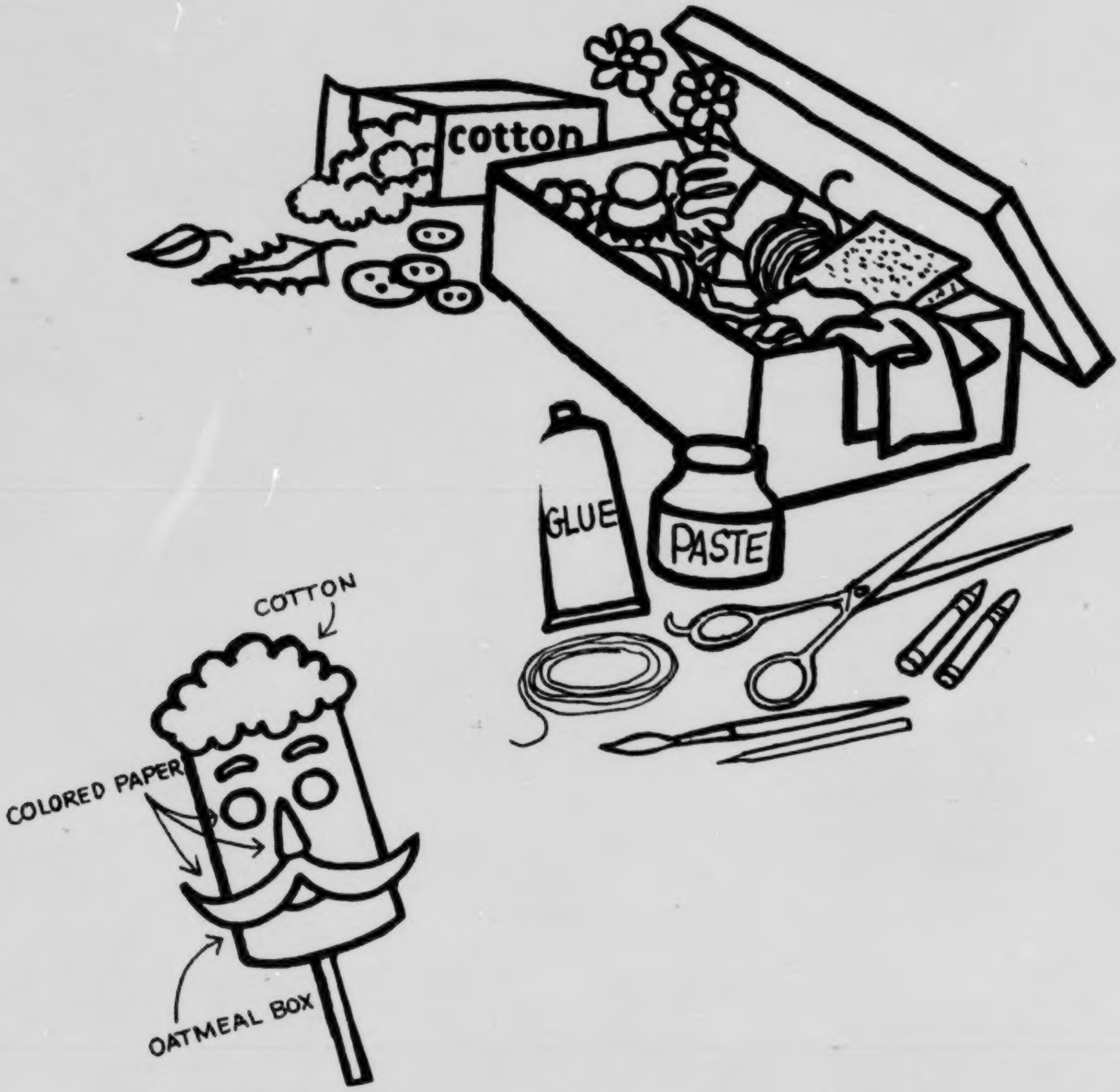
1. Corrugates cardboard
2. Hose inserts
3. Fabrics (textures, colors, designs)
4. Greeting cards
5. Magnifying glass
6. Shoe string
7. Sponge
8. Weaving straw
9. Buckle
10. Screen
11. Dropper
12. Buttons
13. Brush
14. Paper play money
15. Fringe
16. Pinch clothespins
17. Toothpick ornament
18. Feather
19. Straight clothespins
20. Twister
21. Crepe paper
22. Beads
23. Broken jewelry
24. Old flowers
25. String
26. Elastic
27. Tickets
28. Bag pinchers
29. Old patches
30. Yarn
31. Jewelry
32. Lace trim
33. Bias tape
34. Zipper
35. Ball fringe
36. Rick-rack
37. Tassels
38. Trim
39. Ruler
40. Lick and stick paper
41. Disc packing foam
42. Toothbrush
43. Doily
44. Soap
45. Aluminum pan
46. Balloon
47. Gloves
48. Spring
49. Old stamps
50. Hosery
51. Fossils
52. Styrofoam
53. Cork
54. Envelopes
55. Oil cloth
56. Rocks
57. Play money
58. Stopper
59. Terrycloth
60. Tissue
61. Disc
62. Packing foam
63. Wire
64. Nutcup
65. Net
66. Bottle opener
67. Sequins
68. Mirros
69. Feathers
70. Twistable packing foam
71. Steel wool
72. Packing foam
73. Can tab
74. Steel magnets
75. Maple seeds
76. Lace net
77. Play coins
78. Egg shells
79. Old Christmas decorations
80. Coin purses

Beautiful Junk (Con't)

81. Construction paper scraps
82. Q-tips
83. Weeds
84. Picks
85. Beads
86. Dried leaves
87. Copper wire
88. Glitter
89. Chain
90. Plastic
91. Sand
92. Beans
93. Rocks
94. Sandpaper
95. Bell
96. Lock
97. Clip
98. Scrap newspaper
99. Filters
100. Paper bags
101. Plastic greenery
102. Washer
103. Wax paper
104. Cardboard scraps
105. Magazine scraps
106. Acorn
107. Walnut
108. Straw
109. Pellon
110. Carpet pad
111. Fossil
112. Rug scraps
113. Coupons
114. Cellophane
115. Bolts
116. Screw
117. Nail
118. Wood scraps
119. Metal washers
120. Pine cone
121. Emry board
122. Baggie
123. Aluminum foil/wax paper
124. Popsickle sticks
125. Toothpick
126. Plastic strip
127. Plastic tubing
128. Old clothing trim
129. Old keys and chains
130. Poker chip
131. Rubber ring
132. Candle
133. Match box
134. Thread
135. Milk bottle cap
136. Wooden spoons
137. Curtain ring
138. Plastic tape ring
139. Shalls
140. Soda bottle caps
141. Hangers
142. Hoses
143. Egg cartons
144. Shoe boxes
145. Plastic bottles
146. Bottle caps
147. Candy wrappers
148. Paper rolls
149. Relish cups
150. Cupcake papers
151. Cinder
152. Easter grass
153. Paper packing
154. Golf tees
155. Pipe cleaners
156. Juice can
157. Plastic lids
158. Straws
159. Loom loops
160. Medicine bottles
161. Spools
162. Curlers
163. Balls
164. Marbles
165. Rope
166. Cotton
167. Nuts
168. Bugs
169. Wrapping paper
170. Plastic leaves
171. Pussy willows
172. Maps
173. Calendar
174. Bread wrappers
175. Sticks
176. Mesh plastic
177. Reels
178. Plastic bottles
179. Dried vegetables
180. Kleenex

Beautiful Junk (Con't)

181. Plastic cases
182. Chalk
183. Cans
184. Boxes-all sizes
185. Coffee cans
186. Paper plates
187. Macaroni, etc.
188. Oatmeal boxes
189. Baby food jars
190. Belts


cotton
GLUE
PASTE
COTTON
COLORED PAPER
OATMEAL BOX

SOURCES

SOURCES FOR ORDERING MATERIALS

Addison-Wesley Publishing Company
Reading, Mass. 01867

Advisory for Open Education
90 Sherman Street
Cambridge, Mass. 12410

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

American Toy Institute, Inc.
1107 Broadway
New York, N. Y. 10010

Atheneum Publishers
122 East 42nd Street
New York, N. Y. 10017

Baldwin Piano and Organ Co.
916 Olive Street
St. Louis, Mo. 63101

Bank Street College of Education
"Books for Children"
69 Bank Street
New York, N. Y. 10014

Bell and Howell Company
Audio Visual Products Division
7100 McCormick Road
Chicago, Illinois 60645

Bergfield Recreation, Inc.
12025 Manchester
St. Louis, Mo. 63131

Big Toys
1940 East D. Street
Tacoma, Washington 98421

Blackwell Wielandy
1605 Locust Street
St. Louis, Mo. 63166
Phone: (314) 231-9040

Britt Visual Aid Service
7821 Big Bend Blvd.
Webster Groves, Mo. 63199

Career Institute
555 East Lange Street
Mundelein, Illinois 60060

CCM
8200 South Hayne Street
Chicago, Illinois 60620

Childcraft Education Corp.
960 Third Avenue
New York, N. Y. 10022

Childcraft Equipment Co.
Post Office Box 280
Madison Square Station
New York, N. Y. 10010

Childhood Resources, Inc.
(Catalog)
1150 Connecticut Avenue
Washington, D. C. 20036

Childhood Resources, Inc.
Post Office Box 9695
Washington, D. C. 20016

The Child's World
Post Office Box 681
Elgin, Illinois

Children's Press
1224 West Van Burent Street
Chicago, Illinois 60607

Community Helper Series
Albert Witman and Co.
560 West Lake Street
Chicago, Illinois 60606

Community Playthings
Rifton, N.Y. 12471

Bowmar
622 Rodier Drive
Glendale, California 91201

Creative Playthings
Princeton, New Jersey 08540

David C. Cook Publishing Co.
850 North Grove
Elgin, Illinois 60134

Developmental Learning
(Catalog)
3505 North Ashland Avenue
Chicago, Illinois 60657

Dick Blick
Post Office Box 1267
Galesburg, Illinois 61401

Dover Publishing, Inc.
180 Varick Street
New York, N. Y. 10014

The Economy Co.
5881 West Minnesota
Indianapolis, Ind. 46211

E.D.C.
55 Chapel Street
Newton, MA. 02160

Educational Activities
Post Office Box 392
Freeport, N. Y. 11520

Educational Media, Inc.
3191 Westover Drive
S.E., Washington, D. C. 20020

Educational Progress Corp.
4900 South Lewis Avenue
Tulsa, Oklahoma

Educational Record Sales
157 Chambers Street
New York, N. Y. 10007

Encyclopedia Britannica Education Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Cuisenaire Company of America, Inc.
12 Church Street
New Rochelle, N. Y. 10805

Fisher Price Toys, Inc.
East Aurora, New York 14052

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, Illinois 60607

Gametime
Chuck Bergfield Recreation Co.
1210 Bardot Lane
St. Louis, Missouri 63141

General Learning Corp.
Early Learning Division
310 North 2nd Street
Minneapolis, Minnesota 55401

Harper and Row Publishers
Evanston, Illinois

Holt-Rinehart and Winston, Inc.
Box 3323 (Children's World)
Grand Central Station
New York, N. Y. 10017

Holt-Rinehart and Winston, Inc.
383 Madison Avenue
New York, N. Y. 10017

Hoover Brothers
1415 South Big Bend Blvd.
St. Louis, MO. 63117

Houghton-Mifflin Co.
1900 South Batavia Avenue
Geneva, Illinois 60134

Ideal School Supply Catalog
Teacher's Catalog
Oak Lawn, Illinois 60453

Imperial International Learning
247 West Court Street
Kankakee, Illinois 60101

Jamison
19243 South Vermont Avenue
Torrence, California 90509

Kaplan School Supply
600 Jonestown Road
Winston-Salem, N. C.

Laidlaw Brothers
Division of Doubleday & Co.
Thatcher and Madison
River Forest, Illinois 60305

Lansford Publishing
2516 Lansford Avenue
San Jose, California 95125

Learning Products, Inc.
725 Fee Fee Road
St. Louis, MO. 63043

Lee Wards
Elgin, Illinois 60120

Let's Start
Scholastic Magazine
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Lyons
430 Wrightwood Avenue
Elmhurst, Illinois 60126

M.A.C.L.D.
Post Office Box 3303, Glenstone Sta.
Springfield, MO. 65804

MacMillan Co.
539 Turtle Creek South Drive
Indianapolis, Indiana

Mafex Media Aids, Inc.
111 Baron Avenue
Johnston, PA. 15907

Magnamusic-Baton, Inc.
6394 Delmar Blvd.
St. Louis, MO. 63130

McGraw Hill
Manchester Road
Manchester, MO. 62011

Milton Bradley Playskool
500 Tiffin
Ferguson, Mo. 63135

Miracle Equipment
Box 275
Grinnell, Iowa 50112

Miracle Playground Equipment
819 Pardue Belmont Village
Godfrey, Illinois 62035

Model Pub. School Supplies
1604 Hodimont Avenue
St. Louis, MO. 63112

Modular Aqua Systems
2298 Grissom Drive
St. Louis, MO. 63141

N.A.E.Y.C. Publication Department
1834 Connecticut Avenue
N.W. Washington, D. C. 20009

PCA
26-16 40th Avenue
Long Island, N. Y. 11101

Perception Dev. Research Assn.
Post Office Box 936
LaPorte, Texas 77571

Philop Specialty Co.
3018 East Main
Grand Prairie, Texas 75050

Phoebe James
Box 286
Verdugo City, California 19046

Random House, Inc.
Westminster, Maryland 21157

Readers Digest
29 White Plains Drive
Chesterfield, MO. 63141

Salisch Recreation, Inc.
2298 Grissom Drive
St. Louis, MO. 63141

Merriback Record
Post Office Box 7308
323 West 14th Street
Houston, Texas 77008

Scholastic Comprehensive Catalog
50 West 44th Street
New York, N. Y. 10036

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
(Let's Start Series)

School Supply, Inc.
3879 Covington Highway
Decatur, Georgia 30032

Scott, Foresman and Co.
Glenview, Illinois 60025

Seabury Books
815 Second Avenue
New York, N. Y. 10017

Selected Educational Equipment
SEE (Science, Math)
3 Bridge Street
Mewton, Mass. 02195

Shindana Toys
6107 South Central Avenue
Los Angeles, California 90001

S.R.A.
Science Research Association
259 East Eric Street
Chicago, Illinois 60611

Stone Educational Publications
"Appreciate Your Community Reading
Series"
6363 Broadway
Chicago, Illinois 60626

S.V.E.
Society for Visual Education
1735 Princeton Place
St. Louis, Mo. 63117

T.D.M.
229-15 Merrick Blvd.
Laurelton, New York 11413

Teaching Resources
100 Boylston Street
Boston, Mass. 02116

Tiny Tots Publishing House
5483 North Northwest Highway
Chicago, Illinois 60630

Twenty-Third Publications
Post Office Box 180
West Mystic, Ct. 06388

U. S. Toy Co., Inc.
1040 East 85th Street
Kansas City, MO. 64131

Viking Press
625 Madison Avenue
New York, N. Y. 10022

Wester Division
McGraw Hill Book Co. (KELP)
Manchester Road (Scholastic Magazine)
Manchester, MO. 63011

Western Publishing
School Library Dept.
150 Parish Drive
Wayne, New Jersey 07473

Whitman and Company
560 West Lake Street
Chicago, Illinois 60606

Willis Music Co.
Post Office Box 1758
Cincinnati, Ohio 45201

Youth Woodcraft Enterprises
R.F.D. 6, Box 310
Neosho, MO. 64850

SOURCES FOR PLAY EQUIPMENT

Local Discount and Department Stores

Catalog Sales: Penney's, Sears, Wards, Western Auto
Also: Greenland Studios, Miles Kimball, Spencer Gifts, etc.

Preschool Sources and Merchandise Comments

1. Creative Playthings. Available at Famous Barr Stores in St. Louis (Used to be standard source for nursery schools, but quality has deteriorated somewhat. Still handle variety of better designed items.)

2. Community Playthings. Rifton, New York 12471 (Excellent wooden cars, trucks, housekeeping equipment and blocks. Many of our preschool items are from there.)

3. More-Pla. R.E. Stone Products, 18729 Livernois, Detroit, Michigan 48221. (Handle most standard preschool items. Some unique riding toys and small muscle rubber and wood shape identification toys.)

4. Childcraft Education Corp., P. O. Box 98, Bayonne, N.J. 07002. (Like creative, reaches out to homes. Has large assortment of infant toys and also interesting things for children, ages 8-12. Rather expensive.)

5. J. S. Latts and Son, 2218 Main Stteet, Cedar Falls, Iowa. 3 to 7 Play was Line. (Good assortment of basic preschool equipment. Catalog includes powder paint, finger paint, flannel-graph, bulletin board items usually only found in school supply houses.)

6. Blackwell-Wielandy, 1605 Locust Street, St. Louis, MO. 63166. (Usually deals with schools, but will sell to individuals on cash only basis. You can visit showroom.)

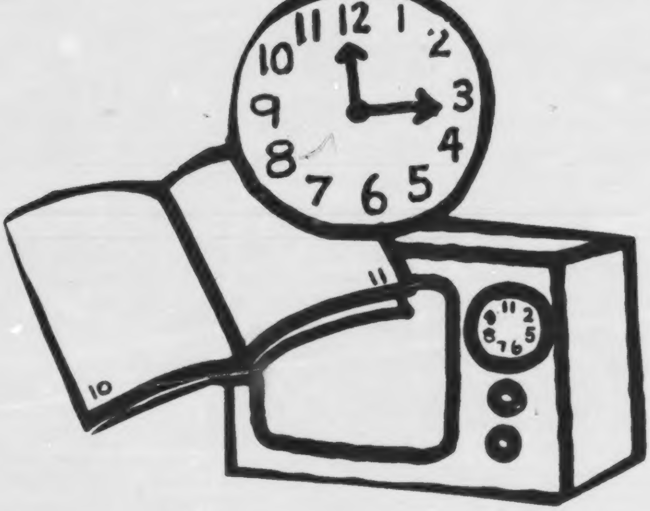
7. Holbrook-Patterson, Inc.; Available from Berfeld Recreation, Inc., 12025 Manchester, St. Louis, MO. 63131. (Usual line of wooden preschool equipment. Rather expensive. Has ladder boxes, bear's den, and indoor climbers.)

8. Educational Teaching Aids Division, A. Diagger & Co., 159 West Kinsie Street, Chicago, Illinois 60610. (Montessori designed materials seen in Edwardsville Montessori School. Very prompt replies to inquiries. Some unusual and interesting readiness devices. Prices average considering the item.)

9. Scholastic Paperback Books, 904 Sylvan Avenue, Englewood Cliffs, N.J. 07632. (Fine assortment of children's classics, both in ICA and traditional alphabets. Books range from 35¢ to $1.00. Collections for $10.50 have 20 excellent titles.)

10. Children's Record Guild, 100 Sixth Avenue, New York, N.Y. 10013. (Very good activity records. Favorites are the "Carrot Seed" and "Nothing To Do." Records cost $1.00 to $1.25 each.)

SUGGESTED CLASSROOM SCHEDULES



INTRODUCTION TO "EXAMPLES OF DAILY SCHEDULE"

Each teacher will want to plan her use of class time to meet the needs of the individuals in her group. However, the kinds of activities in Early Childhood Classes usually include daily experiences that fall into these patterns:

1. Greetings, with emphasis on encouraging the children to interact with adults as well as children.
2. Attention to the development of self-help skills, during arrival (removing coats and hanging them up); attending to bathroom needs including hand washing, discarding towels, etc.; eating, including snack and lunch; getting and replacing toys and "work" materials.
3. Free play with an opportunity to choose materials and activities from those provided by the teacher to reinforce specific behavioral objectives. During this time, special attention is directed to developing social skills and emotional maturity.
4. Snack time - often used to teach specific cognitive tasks as well as social skills and language development.
5. Large group activities, planned primarily to begin to develop the children's ability to attend as members of a larger group. Snack time, movement experiences, low organized games and "formal" lessons are included here.
6. Small group or individual lessons. These are most often planned to remediate specific developmental deficits.
7. Outdoor play includes the opportunity to develop control of large muscles, provides for relaxation, but often includes specific teaching activities related to nature, observation, etc.
8. Story time with a focus on films, film strips, large pictures and books.
9. Role playing, puppetry and dramatizing provide an opportunity to develop concepts, manual as well as verbal expression and creativity.
10. Puzzles, games, block play and doll house play offer opportunity to develop fine motor coordination, as well as visual motor skills, concepts, language and social skills.
11. Fine motor skills may be the focus of many different activities, but is targeted in table games, writing readiness play as well as specifically planned "lessons."

The schedules which follow suggest several different alternatives for use of class time. Of course, these are just examples. It is hoped that they will be useful by suggesting a variety of plans.

EXAMPLE OF A DAILY SCHEDULE

This schedule could be adapted to a smaller group, but was planned for ten children, between the ages of three and five.

An important consideration: This schedule includes a description of the kinds of activities that we expect to have at particular times. However, exceptions to the planned program occur frequently. Throughout the day, the intent is to encourage each child to find satisfaction in what he does, to discipline himself as he works and plays, and to enlarge his skills and creativity. He is expected to show respect for himself as well as others. He is helped to interpret his failures as information that he should try another way. He is rewarded in many ways for demonstrating persistence in learning to do that which he finds difficult.

TIME

9:00 ARRIVAL: The children are individually greeted. Self-help skills are encouraged as the children remove and hang up outer clothing, go to the bathroom and wash their hands. During this time they are encouraged to be as independent as possible, but to accept help as needed. For about thirty minutes they are encouraged to play together, using any of the available materials in creative ways. They may decide to just watch the fish! Both the teacher and teacher aide circulate among them, listening to them, providing corrective echoing and encouraging them to try new activities.

9:30 SNACK AND DIRECTED CONVERSATION: One of the children is chosen to ring the bell. This is the signal for the children to put the room in order and go to the large round table. Milk is served, cookies and fruit are shared. Courtesy and thoughtfulness are expected. Special effort is made to listen to the children and encourage them to talk to the teacher and to each other. The teachers use this occasion to model specific vocabulary until repeated encounters result in the children's spontaneous use of the target vocabulary. (Examples: numbers, shape names, expressions, prepositions, pronouns - words like enough, half.) The teacher contrive the occasion for each child to use the new words in increasingly complex ways. (Vocabulary is chosen from the Boehm Concept Test and other Readiness Tests.)

9:50 LARGE GROUP ACTIVITY: The children are asked to place their chairs in a particular way - as "circle, straight line, or semi-circle." Attending behavior as a member of a large group is developed as the children salute the flag take note of the weather and identify the month, day of the week and special occasions. The days of the week are used as a rate speech drill. Commercial signs (EXIT, BEWARE OF DOG, IN, OUT, COME IN, etc.) are reviewed. The children learn how to respond to these signs.

TIME

9:50 (Con't.) Reading readiness skills are developed (phonemic synthesis, phonemic analysis and the relation of the temporal pattern to the written pattern of sounds (phonemes), syllables and words. Written ita symbols are used as a tool to develop auditory discrimination and correct articulatory errors. Cognitive skills are nurtured through planned experiences.

10:10 AN ACTIVE TIME: On Tuesday, Thursday and Friday, the school speech therapist comes to the room to work with the class. The emphasis continues to be on developing receptive and expressive language skills as the children to Movement Exercises. During this time they learn to control their bodies as they walk on the balance beam, play with the parachute or respond to the active games that are planned. Music, rhythms and singing are emphasized on Monday and Wednesday at this time.

10:30 FREE PLAY: Playing together is encouraged but not required. Activities usually follow a pattern similar to the one that occurs just after arrival in the morning. At this time each day a different mother comes to help as well as to learn about the activities. (Each mother is encouraged to spend a full morning several times during the year.)

10:40 STRUCTURED SMALL GROUP ACTIVITIES: During this period the teacher works with the children in groups of three or four on specific speech and language development. The teacher aide works with the children emphasizing readiness skills in writing and math. The Science Corner is explored, and specific concepts are taught or reinforced. Language is taught by the teacher's use of short but complete sentences to talk about what they are doing.

The children are encouraged to talk, then listened to and questioned about what they are doing. This emphasis stems from our conviction that language teaching is most effective when it is part of a meaningful exchange. To be effective, the teachers must be as interested in listening as in telling. The Volunteer Mother works with another group of three, reinforcing cognitive and small motor skills that have been initiated by the teacher or the teacher aide. Each group of three children works with all three of the adults during this period. Timing is flexible. Directed or free play also occurs during this period. Art materials, blocks, puzzles, and books are always close by. The mood of the day directs many of the activities as the late morning arrives.

11:30 After putting the room in order and attending to bathroom needs, the complete class returns to a semi-circle for a lesson based on the Peabody Kit (Level P) or a subtest of the ITPA.

11:55 TIME FOR LUNCHEON - All children and the teachers go to the cafeteria.

12:30 FILMS, FILMSTRIPS, STORIES AND A QUIET TIME.

1:00 The children leave for the day.

PRESCHOOL DAILY SCHEDULE

8:00 - 8:45	Teacher Preparation
8:45 - 9:15	Arrival, children individually greeted by teachers and directed play.
9:15 - 9:25	Large Group Activity (all children and teachers)
9:25 - 9:40	Structured Small Groups (1-4 children per teacher) (3 centers will be operating during each period)
9:40 - 9:55	Snack and Toilet
9:55 - 10:10	Structured Small Group (1-4 children per teacher)
10:10 - 10:20	Rest and Relaxing Music
10:20 - 10:35	Structured Small Group (1-4 children per teacher)
10:35 - 11:00	Directed Play (Movement education, Gross motor)
11:00 - 11:15	Art, Music, and Language Development (entire group)
11:15 - 11:30	Child may choose activity

11:30 - 12:15	Teacher Preparation and Lunch
12:15 - 12:45	Arrival, children greeted individually by the teachers, directed play.
12:45 - 12:55	Large Group Activity (all children and teachers)
12:55 - 1:10	Structured Small Group Activity (1-4 children per teacher)
1:10 - 1:15	Transition (Movement or Music)
1:15 - 1:30	Structured Small Group (1-4 children per teacher)
1:30 - 1:45	Snack and Toilet
1:45 - 2:00	Structured Small Group (1-4 children per teacher)
2:00 - 2:30	Directed Play (Movement education, Gross motor)
2:30 - 2:45	Art, Music, and Language Development (entire group)
2:45 - 3:00	Child may choose individually desired activity
3:00 - 3:45	Preparation and Parent Conferences

LEARNING CENTERS:

Math Development
Language & Listening
Music
Books, Puzzles & Fine Motor
Science
Creative & Dramatic Play
Social Development
& Housekeeping
Gross Motor Room/Block Area

DAILY SCHEDULE

8:30 - 8:50	Arrival, individual greeting, directed play
8:50 - 8:55	Clean up room, put toys away
8:55 - 9:05	Bathroom
9:05 - 9:15	Morning Business - sharing news from home, what is special about today, weather, day of the week.
9:15 - 9:30	Math activity
9:30 - 9:45	Music time
9:45 - 10:00	Language activity
10:00 - 10:15	Snack time and bathroom
10:15 - 10:30	Activities in science or social studies
10:30 - 10:45	Outgroup (usually fine motor activities such as cutting, pasting, drawing, painting, stringing beads, etc.)
10:45 - 11:10	Gym or outside activities - gross motor skills
11:10 - 11:15	Prepare to go home.

DAILY SCHEDULE

Early Childhood Class

Monday - Friday, 9:00 - 11:30

8:50 - 9:00	Arrival D
9:00 - 9:30	Directed Free Play
9:30 - 9:40	Weather, calendar, jobs of the day
9:40 - 10:00	Language activities - small group
10:00 - 10:20	Gross motor and sensorimotor activities - large group
10:20 - 10:45	Snack, Clean-up, Bathroom

DAILY SCHEDULE (Early Childhood Class, Con't.)

10:45 - 11:00	Story time
11:00 - 11:20	Individualized activities - games, workjobs, puzzles, math games, etc.
11:20 - 11:30	Music activities
11:30	Home

DAILY PROGRAM

The school day was divided into several flexible periods with some time for teacher-directed learning situations, and other times for children's self-selected decisions regarding learning activities, materials, peer grouping, and choice of teachers.

Children attended school frim 8:45 a.m. to 1:00 p.m. with the total day devoted to learning. There was no recess time; therefore, teachers and aides worked out a relief time schedule which did not interfere with the children's program. Many break schedules were tried with varying degrees of success. The final arrangement released three teachers at the same time for 15 minutes while the aides took over during their Option I assignments. (See Figure 2.)

Figure I:

THE EARLY CHILDHOOD UNIT DAILY PROGRAM

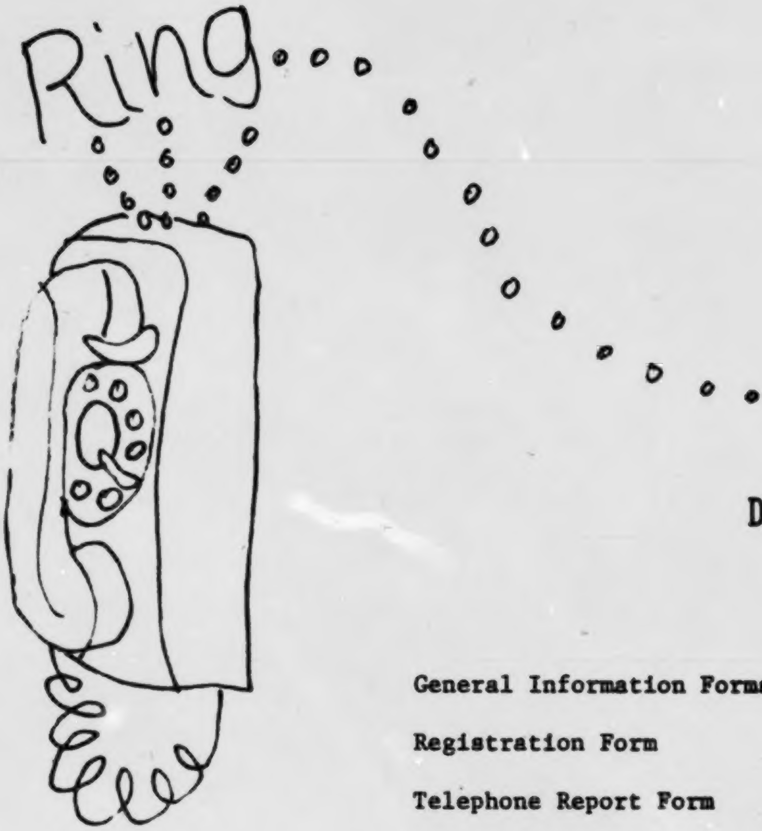
TIME	LOCATION			ACTIVITY	*OBJECTIVES-PROCEDURES
8:45 - 9:00	Rm. 7	Rm. 10	Yards	Arrival (Individual)	*Allow for one-to-one teacher-child contact Individual greetings-Toilet
9:00 - 9:15	Rm. 7	Rm. 10		Morning Business (Home Rug Grouping) (Age Grouping)	*Small home rug groups for close home-school relationship. Rm. 7 (3-5 yrs.) Red and Blue Rug groups. Rm. 10 (5-7 yrs.) Yellow and Green Rug groups. Health check, attendance, lunch count, sharing news from home.
9:15 - 9:30			Yard	Music Time (all together)	*Fun to start the day. Children, staff, visitors

Figure I (Con't.)

TIME	LOCATION		ACTIVITY	*OBJECTIVES-PROCEDURES
9:30 - 10:15	Rm. 7	Yard	Option I(Individual Choice) 1. Reading 2. Activity of the Day 3. Manipulative Materials 4. Dramatic Play 5. Large Motor 6. Activities 6. Sand Box 7. Animals 8. Juice Bar (Other activities may include water play, small cars & boards, hollow blocks, hall games, etc.)	*Children choose the areas to work in. Length of time with an activity is dependent on lengthening attention span. Teachers and supportive staff have responsibility for activity. Reading Person: Responsibility for creative experience, art, foods, practical arts. Manipulative Materials Person: Responsible for manipulative activities and dramatic play in Rm. 7. Large Motor Person: Sets yard for inviting large motor play-bikes, walk boards, toss back, etc. Juice Bar Person: Cares for lunch count, attendance cards, special events, arranged juice bar to be ready for service. Sand Box Person: Arranges sand box in inviting manner with accessories: stove, dishes, sink, water, etc.
10:15 - 10:20	Rm. 7	Yard	Clean-up Time (All help, children and staff)	*Provide an opportunity for each child to share in group responsibility. Children who need special toileting are helped.
10:20 - 10:35	Rm. 7		Language-Reading (Lower Functioning) (Total Group)	*Lengthen attention span for language experiences. Extend language experiences, i.e., concepts of classification, sentence structure, writing experiences. Completion of tasks (2 teachers, 1 attendant) Total (Group) activity-for story, songs, finger games.
10:35 - 11:00		Yard	Language-Reading (Lower functioning children in three groups)	Group 1 - Shortest attention span group in yard on outdoor rug (1 teacher/1 attendant)

Figure 1 (Con't)

TIME	LOCATION	ACTIVITY	*OBJECTIVES-PROCEDURES
10:35 - 11:00 (Con't)	Rm. 7	Language-Reading (Lower functioning children in three groups)	Group 2 - Longest attention span group with Peabody Kit Variations (1 teacher)
	Rm. 7		Group 3 - Activities are planned for those children who are still learning to attend to individual tasks. They may choose another activity when their task is completed. The choice may be to join Group 2 (1 attendant).



INFORMATION
AND
DATA COLLECTION
FORMS

General Information Forms

Registration Form

Telephone Report Form

Visitation Report Forms

Home Lesson Checklist

Parent Contact Form

Early Childhood Intervention Program Agreement Between Parents & Staff

Parent Evaluation Form

Parent Interview Form

Parent Interest Survey Form

Memorandum:

1. General Information
2. Referral Information
3. Medical Information
4. Summary of Developmental Information

GENERAL INFORMATION FORM

CHILD'S NAME: ____________________

DATE OF BIRTH: ____________________

PARENTS: ____________________

ADDRESS: ____________________

____

TELEPHONE: ____________________

PRESENTING PROBLEM: ____________________

____

REFERRAL SOURCE: ____________________

PHYSICIAN: ____________________

HOSPITALS: ____________________

____

DATE OF EVALUATION: ____________________

SCHOOL ATTENDING: ____________________

DIRECTOR OF SPECIAL EDUCATION: ____________________

SCHOOL DISTRICT: ____________________

430

REGISTRATION FORM

Child's Name: ______________________________
(First) (Middle) (Last)

Age: ____________ Sex: ____________

Birthdate: ____________ Place of Birth: ____________

City: ____________ State: ____________

Parents or Guardian's Name: ______________________________

Address: ______________________________

City: ____________ State: ____________

Zip Code: ____________ Home Telephone: ____________

Home School District: ______________________________

If you cannot be reached by phone, who should be contacted in case of an emergency. Please list three names.

Name: ____________ Telephone: ____________

Name: ____________ Telephone: ____________

Name: ____________ Telephone: ____________

Family Doctor: ____________ Telephone: ____________

Name of hospital to be contacted in case of an emergency:

____

Address: ______________________________

____

Telephone: ____________

Father's Occupation: ______________________________

Address of Work: ______________________________

____

Telephone of Work: ______________________________

Mother's Occupation: ____________________

Address of Work: ____________________

Telephone of Work: ____________________

Siblings:

NAMES	GRADE

Schools attended prior to this school:

Name: ____________________

Address: ____________________

____

Name: ____________________

Address: ____________________

____

TELEPHONE REPORT

DATE: TIME:

PERSON INITIATING CONTACT:

CONTACTED BY: PHONE CONFERENCE OTHER

PERSON OR AGENCY CONTACTED:

REGARDING:
(Child's Name)

CONTEXT OF CONVERSATION:

VISITATION REPORT

DATE: ______________________________

CHILD'S NAME: ______________________________

HOME: ____________________ AGENCY: ____________________

OBJECTIVE:

GENERAL INFORMATION:

WILLINGNESS! (Was the visit received willingly?)

RECOMMENDATIONS:

DATE OF NEXT VISIT: ______________________________

BY: ______________________________
(Signature)

440

HOME VISIT REPORT

Date of Visit: ____________________

Home Visitor: ____________________ Time: __________ TO __________

Name, Target Child, Age: ____________________ Other Children's Ages: ______________

1. Materials Taken: ____

____

____

(* Materials starred are materials left in the home for the week)

2. Objectives/Plans for the Visit: ____

____________________ ____________________

____________________ ____________________

____________________ ____________________

3. People Present During Visit: ____

____

4. Factors Affecting Accomplishment of the Plans/Objectives: ______________

____

5. Progress Made: ____

____

6. Problems Identified: ____

____

____

7. Objectives/Plans to be Included for Next Visit: ______________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

(If more space is needed, continue on other side. Be sure to identify continuations by item numbers.)

HOME VISIT REPORT

NAME OF CHILD: ______________________________

	Year	Month	Day
Visit Date			
Birth-date			
Age in Years & Months:			

I. REASON FOR HOME VISIT:

_____ Discuss progress or problem at school
_____ Observe parent working with child
_____ Aid parent in reinforcing school lesson
_____ Discuss personal or family problems
_____ Other

Explain:

II. ENTRANCE:

A. Greeting

1. Mother

2. Child

B. Mother ready for visit: YES_____ NO_____

Comments:

III. PEOPLE PRESENT:

IV. DISTRACTIONS TO CONVERSATION OR ACTIVITY: (How handled; by who)

V. SOCIAL INTERACTION: (Note if interaction is child-related.)

A. Observer-Parent

B. Observer-Child

C. Parent-Child

D. Other

VI. OBSERVER'S PLAN FOR NEXT VISIT:

A. Equipment Needed:

B. New Activity to Begin:

C. Reinforcement:

1. Child's behavior

2. Parent's behavior

3. Other

LENGTH OF VISIT:____________________ VISITOR:____________________

HOME LESSON CHECKLIST

CHILD'S NAME: ______________________________

Goal, or Reason for Lesson:

Materials Loaned:

Please Check and Comment as Needed:

_____ Enjoyed this lesson.
Comment:

_____ Learned something new.
Comment:

_____ Is beginning to understand this.
Comment:

_____ This lesson was too hard.
Comment:

_____ Was not interested in this lesson.
Comment:

Lesson was used from ____________________ to ________________. (Dates)

How many minutes each day? ________________________

Additional Comments:

____
Parent's Signature

____
Home Visitor

PARENT CONTACT FORM

CHILD'S NAME: ____________________

PARENT'S NAME: ____________________ TELEPHONE: ____________

	DATE	BY	HOW	LENGTH OF CONTACT	SPOKE TO
Appointment Made:					
Appointment Confirmed:					
Home Visit: (Summary)					
School Visit: (Summary)					
Appointment Made:					
Appointment Confirmed:					
Home Visit: (Summary)					
School Visit: (Summary)					
Appointment Made:					
Appointment Confirmed:					
Home Visit: (Summary)					
School Visit: (Summary)					

EARLY CHILDHOOD INTERVENTION PROGRAM

AGREEMENT BETWEEN PARENTS AND STAFF

We acknowledge the fact that progress with young children ultimately depends on the involvement of the child's Parents or Guardians.

The Staff agrees to work toward goals that will minimize your child's developmental delay, and maximize his potential for development.

Specifically, we pledge to:

1) Utilize objective assessment methods and standardized testing procedures wheneven possible, and coordinate findings from your child's physician and other professionals.
2) Incorporate the results of testing into your child's goals stated on the Individual Program Plan.
3) Utilize an interdisciplinary approach for therapy and comprehensive treatment.
4) Reevaluate your child's progress and set realistic goals to be achieved in 3 months time.
5) Hold Parent/Staff Conferences at least every 6 months to discuss your child's progress and goals.
6) Be open and accessible to parents who wish to discuss concerns or questions about their child.
7) Make frequent home visits.
8) Make referrals to professionals outside when deemed necessary for the child's benefit by Staff and after consultation with Parents.
9) Hold parent education workshops and discussion groups, or parent social meetings at least once each month.

You as the Parent or Guardian pledge to:

1) Follow home programming outlined in your child's Individual Program Plan.
2) Attend one Parent/Staff Conference every 6 months. Attendance by both parents is expected whenever possible.
3) Attend at least half of the parent education workshops, etc., sponsored by Staff in the next 6 months. Attendance by both parents is expected whenever possible.
4) Be available (at least once each month) for Staff contact such as home visits or program site visits for therapy or counseling.

It is hoped that through this agreement, the best possible working relationship can be maintained for the benefit of your child.

(Date)

(Signature of Parents, Guardians)

Staff Signatures:

PARENT PROGRAM EVALUATION

1. Have you noticed differences in your child's activities:
   - A. In Home?
   - B. With Siblings?
   - C. With Parents?
   - D. In Social Situations?

2. Have you noticed differences in your child's language development:
   - A. In Home?
   - B. With Siblings?
   - C. With Parents?
   - D. In Social Situations?

3. Have any neighbors, relatives or friends noticed a difference with your child?

4. How did the home visitor explain your child's progress?

5. Did they bring you ideas, toys or books for you to use in your home?

6. Did you feel free to call the home visitor whenever necessary?

7. Did your child learn the things you were hoping for this year?

8. What types of program did you like best at the parent meetings?

9. What types of programs did you like least?

10. Would you want the number of parent meetings and home visits changed? If so, how?

11. Was the time spent on the above meetings adequate?

12. What are your feelings about transportation?

13. Do you have any suggestions for class activities?

PARENT INTERVIEW

The following format was developed by an early childhood teacher for use on an initial home visit or parent conference.

1. Is there anything in particular you would like to tell me about?

2. Tell me about the problems you think ____________ has.
   a. Nature
   b. Cause
   c. How dealt with at home

3. Are there any home or other environmental conditions that make for worries, uncertainties or tensions in the child?

4. What goals do you have for him/her in this preschool?

5. Tell me how discipline is handled.
   a. How
   b. By whom
   c. Where
   d. ___________'s reaction

6. What does ______________ do that pleases you?

7. Tell me about some good experiences he/she has had.

8. Tell me about some bad experiences he/she has had.

9. Does he get along well with his brothers and sisters? Explain.

10. Does he get along well with children his own age? Explain.

11. What is his routine at home? (bed, eating, etc.)

12. What food does he like/dislike? Does he have allergies?

13. Is he toilet trained? Explain.

14. Does he have frequent nightmares?

15. Does he have frequent temper tantrums?

16. Does he cry easily?

17. Does he have any nervous habits? (nailbiting, etc.)

    a. When
    b. How often

18. What is he interested in? What does he dislike?

19. Tell me something about his play.

    a. Likes
    b. Dislikes
    c. Level
    d. With whom

20. Does he have any fears? How does he act?

21. What makes him angry? How does he show his anger?

22. Does he get jealous? Of whom? How does he act?

23. What TV programs does he like? What movies has he seen?

24. Is there any other information that you think is pertinent?

25. Do you or anyone you know have any special talents or interests you would share with us in the classroom?

PARENT INTEREST SURVEY

WHAT WOULD YOU LIKE TO KNOW?

NAME: ______________________________

The following are suggestions for topics that we can possibly cover during our parent meetings this year. Please check those that you would be interested in.

______ Illnesses in early childhood (pediatrician)

______ School related activities to do at home

______ Language development and Speech and Language therapy

______ Testing - what tests are used and why

______ Motor development (use of large and small muscles)

______ Health care (nutrition, dental, physical, eye care)

______ Family life (divorce and adoption, single parents, new baby)

______ Management of behavior (When does a behavior become a problem and whose problem is it?)

______ Procedures for teaching self-help skills (brushing teeth, dressing, crossing streets, being responsible for actions)

______ Community resources

______ Legal Right of Children

______ Parents as advocates for their child's education

Any other suggestions or ideas:

____

____

____

____

Which days of the week are best for you to attend parent meetings? ______________

____

Do you prefer afternoon or evening meetings? ______________________________

Check the activities you would like to continue or begin:

________ Individual conferences

________ Observe child in classroom

________ Work in the classroom

________ Observe speech and language therapy

________ Receive weekly newsletters about school

________ Parent-teacher meetings with speakers and discussion and films

________ Home visits

________ Help organize parent-teacher meetings

________ Lending library (books, records, tapes, toys)

________ Make games, furniture for classroom

    ________ at home

    ________ at small group meetings

Do you have any special abilities that you would be willing to share with us during the year? (occupation or hobby)

____

____

____

____

____

MEMORANDUM

DATE:____________________

TO:

FROM:

RE:

GENERAL INFORMATION:

BIRTHDATE:____________________ AGE:____________

PARENTS:______________________________

ADDRESS:______________________________

____

REFERRAL INFORMATION:

Person Making Referral:____________________

Information Supplied:

ENTRY DATE:

ATTENDANCE:

MEDICAL INFORMATION:

Doctor:______________________________

Medication:____________________________

____

SUMMARY OF INFORMATION

Gross Motor:

Fine Motor:

Social Skills:

Cognitive Skill Development:

Self-Help Skills:

Speech and Language Development:

Parent Involvement:

General Objectives:

RECOMMENDATIONS:

Educational:

Placement:

SUMMARY OF TESTS SUITABLE FOR EVALUATING THE YOUNG CHILD

This material is provided as a reference source for the Early Childhood Education Teacher.

The following material is a section of:

Evaluation Bibliography
  Parent-Child Decision Makers
  Tadscript #2
Illinois Office of Education
Springfield, Illinois

You may obtain information concerning the complete Tadscript from the above source.

ABC INVENTORY
N. Adair and G. Blesch
Research Concepts, A Division of Test Maker, Inc.

The ABC Inventory is designed to identify children ages four to six years who are likely to fail in Kindergarten or who are not likely to be ready for Grade One. Items relate to drawing, copying, folding, counting, memory, general information, colors, size concepts, time concpets, and the like. The Inventory is individually administered, paced, and takes about nine minutes to give. No special training is needed to administer the questionnaire. Raw scores are related to "ready ages," which are highly correlated with mental ages (Stanford-Binet). Reliability studies consisted of testing the means of two comparable groups who took the Inventory in 1962 and 1964. Studies of the relationships between these students who scored below certain cutting scores and those who failed in Kindergarten or the First Grade are reported. (Review from "School Readiness" HSTCR.)

ADAPTIVE BEHAVIOR SCALES (AAMD)
N. Nihira, R. Foster, M. Shellhas, and H. Leland
American Association on Mental Deficiency

The Adaptive Behavior Scale is an informant-interview behavior-rating scale for mentally retarded and emotionally maladjusted individuals. It provides information on his effectiveness in coping with the natural and social demands of his environment. The Scale assesses the important area of how independent the individual is able to be. There are two forms of the Scale: the one reported here is for children twelve years of age or younger. Since some items are not appropriate for very young children, a list of items omitted for children under five is given on each page. Part I of the test taps ten behavior domains: independent functioning, physical development, economic activity, language development, number and time concept, domestic duties, self-direction, responsibilities, and socialization. Part II provides information on maladaptive behavior, such as violent and destructive behavior, untrustworthy behavior, inappropriate interpersonal manners, and hyperactive tendencies. Points are given for each response to yield scores which may be compared with scores from institutional populations. However, unscored responses are also informative.

ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS (APELL)
E. V. Cochran and J. L. Shannon
Edcodyne Corporation

The APELL indicates deficiencies in the areas of language skills, prereading, and premathematics in children from four and one-half to seven. It may be used with younger children if it is individually administered. Visual discrimination, auditory association, letter names, discrimination of attributes, number concepts, number facts, nouns, pronouns, verbs, adjectives, plurals, and prepositions are included. The test is paced, requires about forty minutes to administer and should be given in two, twenty-minute sessions on consecutive days. No training is necessary to administer the test. Examinees answer questions by selecting one of three pictures. The test is machine scored. Psychometric data was not available for review. (Review from "School Readiness" HSTCR.)

AUDITORY DISCRIMINATION TEST (WEPMAN)

J. Wepman
Language Research Associates

The Auditory Discrimination Test requires about five minutes to administer and presents matched words which the child is asked to indicate as being the same or different. Test results are interpreted in terms of either adequate or inadequate development of auditory discrimination, with cut-off points given starting at age five. The test lacks the sophistication of the Goldman-Fristoe-Woodcock, but appears to be a simple and efficient instrument for limited purposes. (Review in Gearhart and Willenberg.)

BASIC CONCEPT INVENTORY

S. E. Engelmann
Follett Education Corporation

The Basic Concept Inventory provides a broad checklist of basic concepts that are involved in new learning situations and are used in explanations and instructions in the First Grade. It is primarily intended for culturally disadvantaged preschool and kindergarten children, slow learners, emotionally disturbed children, and mentally retarded children. Although designed for young children, it may be given to children ages three to ten. The Inventory is criterion-referenced and uses basic concepts, sentence repetition and comprehension, and pattern-awareness tasks. It is individually administered, paced, and requires about twenty minutes. If the Inventory is to be used as a basis for remedial instruction, it may be given by the classroom teacher. If, however, it is to be used diagnostically as the basis for special treatment of special placement, a trained examiner should administer the instrument. Reliability and validity studies are reported to be in progress. (Review from "School Readiness" HSTCR.)

BAYLEY SCALES OF INFANT DEVELOPMENT

N. Bayley
The Psychological Corporation

The Bayley Scales of Infant Development assess developmental status in infants from birth to thirty months of age. The Mental Scale (163 items) measures sensory-perceptual acuities and discrimination; early acquisition of object constancy and memory, learning, and problem-solving ability; vocalizations and the beginning of verbal communication; and early evidence of the ability to form generalizations and classifications. The Motor Scale (81 items) measures the degree of control of the body, coordination of the large muscles, and finer manipulatory skills of the hands and fingers. Each of these items has an age placement to the nearest one-tenth of a month and an age range. The last part of the test is an Infant Behavior Record, consisting of thirty ratings, which is completed by the examiner, after the Scales have been administered, on the basis of his observations. It deals with social orientation, emotional variables, object relations, motivational variables, activity, reactivity, sensory areas of interest displayed, and general evaluations. Some props are needed. A kit of the materials used for the norming groups is available. The test is untimed (although certain items are times) and individually administered. Training is needed. The mother (or mother substitute) is present during the test. Average testing time for the Mental and Motor Scales is forty-five minutes with about ten percent of the cases requiring seventy-five minutes or more. Raw scores may be converted to Mental Development and Motor Development indices, scores standardized by age with a mean of 100 and standard deviation of sixteen, or to mental ages. Evidence of face validity is presented. Split-half, test-retest, tester-observer reliabilities, and correlations with Stanford-Binet IQ's for sample members ages twenty-four, twenty-seven and thirty months are reported. (Review is from "Infant Development" HSTCR.)

BEERY-BUKTENICA DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION

K. Beery and N. Buktenica
Follett Educational Corporation

The Developmental Test of Visual-Motor Integration assesses the degree to which visual perception and motor behavior are integrated. It consists of a series of twenty-four geometric forms which the subject is asked to copy without erasures or corrections. The test is for ages two to fifteen years, and scores provide a visual-motor integration age equivalent. According to Beery, there are five levels of visual-motor integration. It is considered a fairly complete test of visual-motor functioning in young children. (Review in Gearhart and Willenberg.)

BEHAVIORAL DEVELOPMENTAL PROFILE (MARSHALLTOWN)

M. Donahue, J. Montgomery, A. Keiser, V. Roecker and L. Smith
Department of Special Education, Marshall-Poweshiek Joint County School System

The Behavioral Developmental Profile is designed to measure the development of handicapped and culturally deprived children ages zero through six and to facilitate individualized teaching of preschool children within the home setting.

The items are based upon normal child development; that is, they are taken from normative sources. The profile consists of behavioral skills specifically stated and divided into three scales: Communication, Motor and Social. The items within each category are arranged according to age. This is a criterion-referenced device designed to measure the progress of each child in months.

The profile is used with score sheet and in conjunction with the Behavioral Prescription Guides. The guides list behavioral objectives reduced into sequential steps and the activities to accomplish each objective. There are objectives for each of the skills measured in the Profile.

The results from the profile are used to ascertain the level of development along with strengths and weaknesses. The person who is working with the child then uses this information to set objectives and choose strategies for accomplishing those objectives.

BENDER MOTOR GESTALT TEST

L. Bender
American Orthopsychiatric Association

The Bender Gestalt Test consists of eight designs which are copied by the child under standard conditions and scored for specific errors in reproduction. It is a clinical device used to detect visual perceptual difficulties and the possible presence of brain damage. It is for individuals aged four years and up. It is described as "a maturational test of visual-motor gestalt function in children, to explore retardation, regression, loss of function and organic brain defects and personality deviation." Its major use is a diagnostic instrument. Many scoring schemes are available, but all lack substantial population norms (Reviewed in Savage.)

BIRTH-3 SCALE
Tina Bangs and Susan Garrett
Houston Speech and Hearing Center

The Birth-3 Scale was developed to provide baseline data for habilitation and rehabilitation procedures for those children from birth to three referred to the Houston Speech and Hearing Center. There are ninety items arranged according to age in six-month intervals. They have included alternate items for standardization purposes. It is recommended that a case history of the examiner's choice be used to provide additional information.

The instrument is constructed so that it can be used and interpreted by those not specifically trained in psychometrics. The methods for scoring each item are clearly stated. The materials for the Scale can be taken from standardized tests or the mother can choose the materials. The authors feel that is the first step in the development of a culture-free test.

Standardization procedures are currently in progress. The scores from the scale are supposed to indicate the present developmental level of the child. The scale can also be used in pre-post fashion.

BOEHM TEST OF BASIC CONCEPTS (BTBC)
A.E. Boehm
The Psychological Corporation

The Boehm Test of Basic Concepts measures mastery of concepts considered necessary for achievement in the first years of school. It is appropriate for Grades K-2. Pictorial multiple choice items check concepts of quantity and number, space (location, direction, orientation, dimension), time, and msicellaneous. BTBC is group-administered and paced. Administration time is fifteen to twenty minutes for each of two test booklets. The test may be given in one or two sessions depending upon age and attention span. Testing in small groups (eight to twelve) or using assistants is helpful with younger children. No special training is needed to give the test. Percentile norms by grade and by socioeconomic level are available. Split-half reliabilities are reported. Content validity is inferred from the item selection procedures. No other validity data are reported. (Review from "School Readiness" HSTCR).

BURKS BEHAVIOR RATING SCALES
H. Burks
Los Angeles Supt. of Schools

The Burks Behavior Rating Scale is a means by which teachers or untrained individuals can record behavioral or learning disorders that are indicative of organic brain dysfunction. It consists of thirty items; for example: "hyperactive and restless," "cries often and easily," "explosive and unpredictable behavior," "often tells bizarre stories" - on which the teacher can rate on a five-point scale form "have not noticed this behavior at all" to "have noticed this behavior to a very large degree" for each child. The scale is designed for grades one through six and is described by Johnson and Bommarito. (Review in TMCD, p. 40.)

BZOCH-LEAGUE RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE
K. P. Bzoch, R. League
The Tree of Life Press

The Bzoch-League Receptive-Expressive Emergent Language Scale aids the evaluator in investigating emergent expressive and receptive language skills in very young children (birth through three years), and in detecting handicaps in language acquisition. The scale contains items for specific age periods, half of which deal with receptive language and half of which deal with expressive language. There are six items for each month for the first year, six items for each two-month interval for the second year, and six items for each four-month period for the third year. The scale can usually by completed by an interview with the mother or principal caretaker, although occasionally direct observation is necessary. The test yields a receptive language age, expressive language age, and combined language age. All of these can also be expressed as language quotients. The manual includes an explanation of the conceptualization of language acquisition that dictated the scale's construction.

CAIN LEVINE SOCIAL COMPETENCY SCALE
L. F. Cain, S. Levine, and F. F. Elzen
Consulting Psychologists Press, Inc.

The Cain Levine Social Competency Scale measures the social competence of trainable mentally retarded children aged five to thirteen. The scale is divided into four subscales: self-help (manipulative and motor skills), initiative (self-directedness), social skills (interpersonal relationships), and communication (understandability). Many of the items deal with skills which would be deemed maturational in the normal child. The scale consists of forty-five items and is completed by interviewing a person who has had considerable opportunity to observe the child. The interviewer must have some skill in the task in order to obtain accurate responses from the respondent. Chronological age percentile norms for trainable mentally retarded children, for the total score, and for the four subscores are available. Odd-even and test-retest reliabilities are reported. No validity studies were available for review. (Review from "Social Skills" HSTCR).

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE
S. Levine, F. F. Elves, and M. Lewis
Consulting Psychologists Press, Inc.

The California Preschool Social Competency Scale is designed to measure the adequacy of interpersonal behavior and degree of assumption of social responsibility in children of age two to five. The behaviors included are situational in nature and were selected in terms of common cultural expectations to represent basic competencies to be developed in the process of socialization. Each item contains four descriptive statements, posed in behavioral terms, representing varying degrees of competency. The CPSCS contains thirty items designed to be rated by a classroom teacher. The nature of the items requires the rater to have had considerable opportunity to observe the child in a variety of situations. Age percentile norms by occupational level and total sample are available. Inter-rater reliabilities are reported. (Review from "Social Skills" HSTCR).

CAROLINA DEVELOPMENTAL PROFILE

David L. Lillie
Technical Assistance Development System (TADS)

The Carolina Developmental Profile is a criterion-referenced checklist of skills expected of children aged two to five years. The skills are in five areas: fine motor, gross motor, perceptual reasoning, receptive language, and expressive language. The purpose of the profile is to expose those areas in which the child is weak so that the teacher may plan instructional objectives that are appropriate to him. Each task is classified into a sub-category (for example, fine motor includes finger flexibility, arm and hand precision, and hand and finger dexterity). For each task, there is a task description, developmental age, needed materials and criteria for passing. The Profile is presently an experimental edition which is not in final form.

CASSEL DEVELOPMENTAL RECORD

R. N. Cassel
Psychologists and Educators, Inc.

The Cassel Developmental Record is essentially a record form on which many developmental profiles may be plotted on the same individual at different ages. Profiles span the dimensions of chronological age, physiological development, social development, emotional development, psycho-sexual development, intellectual development, social development and educational development, providing an average total developmental age. Chronological ages are from birth to old age. The author suggests using objective test data (from such instruments as the Vineland and Gesell Scales) when it is available. If it isn't the profiles do provide guidelines. The author also suggests that the profile be used for young children, where developmental factors may determine educational objectives and that it becomes a part of the cumulative file.

CATTELL INFANT INTELLIGENCE SCALE

P. Cattell
The Psychological Corporation

The Cattell Infant Intelligence Scale measures intelligence in children from age two months to two and one-half years. The Scale has five items and one or two alternate items for each age level. The levels are at one-month intervals from two to twelve months of age, two-month intervals from twelve to twenty-four months, and three-month intervals from twenty-four to thirty months. The score obtained is the child's mental age. A number of props are needed. The test is untimed and individually administered by a person with a sound background in child psychology, including mental testing of children and a nursery school training course. Testing time is twenty to forty mintures Item response rates for various ages of infants are reported. Spearman-Brown reliabilities and predictive validities with Stanford-Binet scores (thirty-six months) are available. (Review from "Infant Development" HSTCR.)

CHILDREN'S SELF-SOCIAL CONSTRUCTS TEST

R. Ziller, B. Long, and E. Henderson
Dr. R. Ziller, Dept. of Psychology

The Children's Self-Social Constructs Test is a measure of self-concept. The preschool test (age three to eight years) is individually administered and untimed, and takes about ten minutes. The preschool form measures dependency, esteem, realism color, and realism size. A child is required to select a circle, draw a circle, or paste a circle to represent himself or someone else. Psychometric data is available. Further information is given in the ERIC Head Start Test Collection Self Concept Bibliography. (Reviewed in TMCD, p. 319.)

CINCINNATI AUTONOMY TEST BATTERY

T. J. Banta
T. S. Banta

The Cincinnati Autonomy Test Battery measures autonomous functioning in problem solving in children age three to six. Along with social competency, the CATB autonomy variables are curiosity, innovative behavior, impulse control, reflectivity, incidental learning, intentional learning, persistence, resistance and distraction, field independence, task competence, curiosity verbalization, fantasy-related verbalization, and kindergarten prognosis. The measure consists of a number of subjects such as the curiosity box test, the dog-and-bone test, and ratings of variables by means of examiner observations during the testing period. Social competency is assessed by examiner rating scales. Tests are administered individually. Examiners should have extensive experience with young children and need some training or practice in giving this instrument. Some of the subtests are timed and others are not. The total testing procedure takes about one hour. Obtained ranges, means, and standard deviations on the subscores are available. Inter-rater, test-retest, odd-even reliabilities and correlations with Stanford-Binet IQ scores are reported. (Review from "Social Skills" HSTCR.)

COMMUNICATIVE EVALUATION CHART

R. Anderson, M. Miles, and P. Matheny
Educators Publishing Service, Inc.

The Communicative Evaluation Chart for children from infancy to five years of age, is a screening device that gives an impression of the child's overall abilities. From twelve to twenty-five items are given for the ages three months, six months, nine months, one year, one and one-half years, two years, three years, four years, and five years. Half the items deal with the development and comprehension of language as a communicative tool, while the other half deals with physical growth and development, motor coordination, and visual-motor responses; some items can be reported, while others require a response of the child. This is essentially a checklist of items categorized by age. Norms are based on other tests. (This is describe in CIB Bibliography.)

DENVER DEVELOPMENTAL SCREENING TEST

W. Frankenburg and J. B. Dobbs
Lasoca Project and Publishing Foundation, Inc.

The Denver Developmental Screening Test is a simple, clinically useful tool designed to assist in the early detection of children with serious developmental delays. It may be used with children from age two weeks to six years. The purpose is screening, not diagnosis. Although the test contains 105 tasks, a child of any given age will usually be tested on about twenty items. The DDST evaluates the following areas: gross motor, fine motor-adaptive (use of hands, ability to solve non-verbal problems), language (ability to hear and talk), and personal-social (task of self-care, ability to relate to others). The test is individually administered and paced. No special training is needed. Testing materials include a rattle, pencil, box of raisins, bell, tennis ball, glass bottle, some blocks and some yarn. Task norms which indicate the age at which twenty-five, fifty, seventy-five and ninety percent of boys, girls, and all children successfully complete each item are available. Test-retest reliability, inter-examiner realiability, and the correlation of the DDST with the Yale Developmental Schedule are reported. (Review from "School Readiness" HSTCR).

DETROIT TESTS OF LEARNING APTITUDE

H. J. Baker and B. Leland
Bobbs-Merrill Company

The Detroit Tests of learning Aptitude are a series of nineteen subtests designed to measure abilities in reasoning and comprehension, practical judgement, verbal ability, time and space relationships, number ability, auditory attentive ability, visual attentive ability and motor ability. The examiner selects a number of subtests (usually from nine to thirteen) appropriate to the subject. Guidelines are provided. The range of mental ages measured is three years to nineteen years. Six subtests are recommended for the preschool age level. The authors also suggest which subtests may be used for individuals who are visually impaired, hearing impaired, cerebral palsied, speech impaired, or who have a foreign language handicap. The report that the test is suitable for use with mentally retarded children. The tests yield a general mental age as well as subtest mental ages. It was standardized on pupils in the Detroit Public Schools, a population typical of large metropolitan cities.

DEVELOPMENTAL GUIDELINES

Compiled from selected sources by Catherine C. Sprugel and Sheila Goldberg
under the direction of Merle B. Karnes, Ed.D.

The Developmental Guidelines were compiled as an instrument to be used by teachers to assess the present developmental level of the child. This information is then used to plan appropriate curriculum activities. The items were chosen from widely used scales of child development. The source is listed beside each item, allowing you to refer back to the original source for a more precise description of the item. The Guidelines are divided into two parts - birth through seventeen months and eighteen months through seventy-two months. The task areas are gross motor; fine motor; cognitive, linguistic, and verbal; self-help; social play (eighteen months through seventy-two months only).

DEVELOPMENTAL PROFILE (ALPERN/BOLL)

Gerald Alpern and Thomas Boll
Psychological Development Publications

The Developmental Profile was designed to provide an efficient and accurate instrument which multidimensionally measures the development of children six months to twelve years of age. It is meant to be used as a screening device but contains enough information to be used in programming as well.

There are 217 items arranged by age into five scales. It can be administered in about thirty to forty minutes. The instrument was constructed so that it could be used and interpreted by people not specifically trained in psychometrics. It can be self-taught by professionals trained in testing. Others may require instruction and supervision.

The instrument was designed to use the interview technique, but one can also administer the items if desirable or necessary.

The authors' report studies the indicate, construct and face validity of the instrument. They also report high scorer, reporter, test-retest reliability. Correlation studies have been done on the physical and academic scales but need to be done on the other three scales as well.

EARLY DETECTION INVENTORY

F. E. McGahan and C. McGahan
Follett Educational Corporation

The Early Detection Inventory measures general school readiness in preschool children. Areas of assessment are: social-emotional behavior responses, readiness tasks (verbal self-awareness, concept development, awareness of left/right, awareness of body image), motor performance, vision, hearing, dental health, speech, medical history, and family and social history. Both the child and one of his parents are needed to complete the instrument. The Inventory is individually administered and paced. Administration time depends on the number of personnel assigned to the testing session. At least the following are needed: an experienced educational tester, a vision examiner, a hearing examiner, a dentist, and a speech therapist. Several readily available props are needed. No psychometric data was available for review. (Review from "School Readiness" HSTCR.)

EVANSTON EARLY IDENTIFICATION SCALE

M. Landsman and H. Dillard
Follett Educational Corporation

The Evanston Early Identification Scale is a simple screening device for identifying children who can be expected to have difficulty in school. It consists of one task, that of drawing a person. It was conceptualized from observations that children in the upper elementary grades who were having serious learning problems had performed poorly on kindergarten figure drawings. A twenty-five point scale was developed, based on the absence of figure-drawing details and on correct position of body parts. The test is suitable for children aged five years, zero months to six years, three months. The children should previously have had a chance to become familiar with drawing materials. The test is not a diagnostic instrument; children who fall in the high-risk category should be referred for diagnosis and treatment. Their difficulties may be emotional, perceptual, or may arise from other causes. The test is now available in a field research edition. It has been standardized on 117 children and has demonstrated its screening efficiency.

FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION

M. Frostig
Consulting Psychologists Press, Inc.

The Marianne Frostig Developmental Test of Visual Perception measures five operationally-defined perceptual skills: eye-motor coordination, figure-ground perception, constancy of shape, position in space, and spatial relationships. This is a paper-pencil test designed for young children. Norms are given starting at age four, from which a perceptual quotient may be obtained. There are also a number of work-sheet-type, activity-oriented, remedial programs related to test results. Reviewers report that test format to be interesting to young children. (Review in Gearhart and Willenberg.)

GESELL ACTION AGENT TEST

A. Gesell
The Psychological Corporation

The Gesell Action Agent Vocabulary Test consists of forty items, such as "What Runs?", "What Flies?", "What Sails?", etc. The child is to supply the agent of the action. Norms are given for full years, beginning at age three. The test is described in Gesell, A. et.al., The First Five Years of Life, pp. 223-228. He recommends it as the outstanding language situation within the upper half of the preschool range, and says, "In addition to providing a measure of language comprehension, the test gives the opportunity to observe such matters as the ability to sustain attention and interest, tendencies toward perseveration or stereotype, confusion by similarities of sound or associated ideas, critical consideration of responses as opposed to random answering, tendencies to give up easily or go out of the field in the face of an increasingly difficult task, and other details which throw light on the child's personal-social stability and maturity."

GESELL DEVELOPMENTAL SCHEDULES

Gesell, A., and Associates
The Psychological Corporation

The Gesell Developmental Schedules assess the developmental level (or developmental quotient) of children from age four weeks to six years. Maturity is measured in four major fields of behavior: motor characteristics (postural reactions, prehension, locomotion, general bodily coordination, specific motor skills), adaptive (perceptual, orientational, manual and verbal adjustments, alertness, intelligence, constructiveness), language (soliloquy, dramatic expression, communication, comprehension), and personal-social (personal reactions to other persons and to the impact of culture, adjustments to domestic life, property, social groups, community conventions). The schedules are individually administered by physicians. Several different forms (schedules) are available for children of varying ages. A number of props are needed for the test. Developmental norms for the items are available. No reliability or validity studies were available for review. (Review from "Infant Development" HSTCR.)

GOLDMAN-FRISTOE TEST OF ARTICULATION

R. Goldman and M. Fristoe
American Guidance Service, Inc.

The Goldman-Fristoe Test of Articulation provides a method of assessing an individual's articulation of consonant sounds. There are three subtests. The Sounds-In-Words subtest utilizes thirty-six pictures of familiar objects; the examiner records the child's articulation of speech sounds. The Sounds-In-Sentences subtest consists of two stories read aloud by the examiner and illustrated by sets of pictures. In order to approximate speech production of ordinary conversational speech, the child is asked to recount each story in his own words using the pictures as memory aids. The Stimulability subtest asks the child to pronounce a previously-misarticulated phoneme, given both visual and oral stimulation. A filmstrip is available as an alternate method of presenting the test, which the publishers say may be useful for testing immature, easily distracted, or mentally retarded children. The test is designed for children aged two and over, with the results to be recorded on a form which graphically portrays the child's articulatory profile. Percentile rank norms are available for males and females at three-month intervals from age six through sixteen.

GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION

R. Goldman, M. Fristoe, and R. Woodcock
American Guidance Services

The Goldman-Fristoe-Woodcock Test of Auditory Discrimination uses a tape recorded stimulus and pictures which the child is to select. There are three parts to the test - a training procedure, a quiet subtest, and a noise subtest. Each of the two subtests include six words from each of the categories - voiced plosives, unvoiced plosives, voiced continuants, nasals, and unvoiced continuants. The age range is three years, eight months through adult. Score consists of the number of errors; norms are provided for the total test. An excellent review is available in the *Journal of Special Education*, Vol. 4, No. 3.

GOODENOUGH-HARRIS DRAWING TEST

F. Goodenough and D. Harris
Harcourt, Brace, Jovanovich, Inc.

The Goodenough-Harris Drawing Test is a nonverbal test of mental ability. The child is asked to draw a man, a woman and himself. Drawings are scored on the basis of presence or absence of certain characteristics - seventy-three for the man and seventy-one for the woman. There are also Quality Scales, which permit a much more rapid estimate of the child's level of maturity when a rough estimate will suffice. Users are cautioned against using this test to make diagnoses of mental impairment, since it is heavily affected by personality variables. It is most helpful as a projective tool for clinical assessment. Norms are available for ages three to fifteen, separately for boys and girls, in the form of standard scores and percentile ranks. (Review in Allen and Allen.)

HEAD START TEST COLLECTION

Educational Testing Service

The Head Start Test Collection is a set of six annotated bibliographies in the following areas: School Readiness Measures, Tests for Spanish-Speaking Children, Self-Concept Measures, Measures of Social Skills, Assessing the Attitudes of Young Children Toward School, Measures of Infant Development. One may request one or more of the bibliographies in the six areas. The bibliographies may be obtained free of charge.

HOUSTON TEST FOR LANGUAGE DEVELOPMENT

The Houston Test Company

The Houston Test for Language Development provides a measure of language development from infancy to the age of six. The test includes two parts - the first consists of noting characteristics after observations (e.g., "talks to himself spontaneously," "uses present and future," etc.). In the second, the examiner uses vocabulary cards, miniature objects, crayons, and drawing paper to evaluate the child. The test takes about thirty minutes. Scoring is similar to the Binet (normed on a small sample of white children) with basal and ceiling ages for groups of tasks. The test is described in the CID Bibliography.

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY

S. Kirk, J. McCarthy, W. Kirk
University of Illinois Press

The ITPA purports to assess twelve aspects of psycholinguistic functioning in children ages two to ten. These twelve aspects, ranging from auditory and visual perception to visual-sequential memory and sound blending, have been conceptualized in terms of three dimensions. First, childre'ss auditory-vocal and visual-motor behaviors comprise abilities labeled channels of communication. Receptive, organizing, use and expressive processes comprise the second major dimension, the psycholinguistic processes. The third dimension consists of two levels instead of organization, the automatic and the representational. Assessment by way of the ITPA leads to the charting of individual profiles, or underlining intra-individual differences, in terms of these dimensions. Emphasis has been placed upon the identification of major psycholinguistic deficits or disabilities which may require remediation. The ITPA is administered individually. Special training is required for its use. (Review from Evans, p. 338.)

INFANT BEHAVIOR INVENTORY

E. Scheafer, M. Asronson

The Infant Behavior Inventory (for ages one to three) consists of 115 descriptions of possible infant behaviors (e.g., "Readily responds with a smile to a friendly person."; "Seems to enjoy most things that he does.") The observer describes the child, for each items, as "very much like," "somewhat like," "very little like," and "not at all like." Dimensions covered by the items are attentiveness, belligerence, cheerfulness, concentration, contentment, distractibility, enthusiasm. fatigue, fearfulness, gregariousness, hyperactivity, inquisitiveness, irritability, monotonous behavior, negative affect, negativism, passivity, perserverance, positive social response, rapidity, self-consciousness, verbal expressiveness, and withdrawal. A form for display is given, but there are no norms.

KINDERGARTEN EVALUATION OF LEARNING POTENTIAL

Wilson, J.A.R., and Robeck, M.C.
Webster Division, McGraw-Hill Book Company

The Kindergarten Evaluation of Learning Potential predicts school success in the early grades based on the learning that a child actually does in kindergarten. It is designed as both a teaching and evaluation instrument. KELP items include skiping, color identification, bead design, bolt board, block design, calendar, number boards, safety signs, writing a name, auditory perception, and social interaction. The latter nine items are rated at three levels: association, concept formation, and creative self-expression. The items are taught by the teacher, who observes and records the accomplishment of the tasks over the entire kindergarten year. Classroom materials, teaching tips, and a summary retention test are available. The authors report that stanine norms can be obtained on request. The results of a survey of teachers who have used KELP on their views of KELP's construct validity, correlations with Stanford-Binet, and predictive validities with teacher ratings (first grade) and Metropolitan Achievement Test scores are available. No reliability studies are reported. (Review from "School Readiness" HSTCR.)

METROPOLITAN READINESS TESTS

G. Hildreth, N. Griffiths, and M. McGauvran
Harcourt, Brace, Jovanovich, Inc.

Six subtests comprise the Metropolitan battery: word meaning, listening comprehension, perceptual recognition of similarities, recognition of lower-case alphabet letters, number knowledge, and perceptual-motor control (copying). In combination, these tests are intended to provide an assessment of children's development in skills that contribute to "readiness for first grade instruction." The Metropolitan battery is ordinarily given at the end of kindergarten or beginning of first grade. Results may be used to classify pupils on a "readiness" continuum. Such a classification is presumed to be helpful for teachers who desire more efficient management of their instructional efforts. At least minimal skill in the use of writing instruments and paper is prerequisite for children to whom the Metropolitan is administered. However, no special training is needed by teacher for the administration and scoring of these tests. Norms are based upon a nationwide sample of beginning first graders. In general, the reliability of these tests is high and their predictive validity is encouraging. The Metropolitan is among the most popular of batteries currently used in public school kindergartens and primary grades. (Review from Evans.)

MINNESOTA PRESCHOOL SCALE

Goodenough, F. L., and Others
American Guidance Service, Inc.

The Minnesota Preschool Scale assesses development of mental ability in children ages six months to five years. Two parallel forms are available. Items pertain to pointing out parts of the body or objects; naming familiar objects; copying; imitative drawing; block building; response to pictures; Knox cube imitation; obeying simple commands; comprehension; discrimination, recognition or tracing of forms; naming objects from memory; colors; incomplete pictures; picture puzzles; digit spans; paper folding; absurdities; vocabulary; imitating clock hands; and speech. The test has verbal, nonverbal, and total scores for children. The instrument is individually administered and paced. The examiner should have considerable experience in the testing of young children and some practice with the test materials. Age C scores and percept placement norms and I.Q. equivalents are available. Inter-form reliabilities, but no other technical data, are reported. (Review is from Infant Development, HSTCR.)

MISSOURI CHILDREN'S PICTURE SERIES

J. Sines, J. Pauker, L. Sines

The Missouri Children's Picture Services is a personality test which can be administered to children of varying ages and abilities. It consists of 238 simple line drawings, each on a number 3" X 5" card. The pictures show a child engaged in a variety of activities and situations. The child is asked to decide whether each pictures looks like something he would like to do. The child puts the cards that look like fun to him on one pile, the others on another. The examiner retrieves hte piles and later sorts and scores the pictures. The manual says most children complete the test in fifteen minutes by themselves. It can be administered to nonverbal or physically handicapped children. Scoring aids are provided for the eight scales: conformity, masculinity-femininity, maturity, aggression, inhibition activity level, sleep-disturbance, and somatization. Standard score distributions, derived from test results of 3877 children, are given as "T" score equivalents, separately for males and females for each year from age five to sixteen.

MOVE-GROW-LEARN SURVEY

R.E. Orpet and L.L. Heustis
Follett Educational Corporation

The Move-Grow-Learn Survey was developed to assist classroom teachers, movement education supervisors, school psychologists, and other professional school personnel in evaluating selected aspects of a child's motor development. It is intended for use with the Frostig-Maslow, Move-Grow-Learn program and with Movement Education: Theory and Practice.

Eight broad areas of sensory-motor and movement skills are included: coordination and rhythm, balance, flexibility, strength, speed, balance, endurance (only children eight years old or older should be rated on endurance), and body awareness. For each subarea, illustrative activities and room for comments are included.

This is not a standardized, psychometric instrument in which developmental norms are provided for each age level. The assessment is based upon the examiner's observations of the child in classroom, playground, and gymnasium activities.

Ratings are from one through five: 1=severely impaired; 2=mildly impaired; 3=adequate; 4=good; 5=excellent.

Children rated one or two need considerable training in the skill or skills in which they are deficient. Children reated three should have training; and children rated four and five can also benefit from movement education.

Move-Grow-Learn activities are suggested for additional training in skills in which a child is rated one, two, or three. (Review from publisher.)

NORTHWESTERN SYNTAX SCREENING TEST

Laura Lee

This test was designed as a structured screening test for deficits in both expressive and receptive use of syntax for children three through eight years of age.

The test consists of a series of pictures. The procedure is structured for both the comprehension and production portions. It takes approximately twenty minutes to administer and does not require a great deal of experience to administer.

Norms are based on 242 children between three and seven through eleven years. There is no published reliability data. (Available from Dr. Laura Lee, Northwestern University, Evanston, Illinois 60201.)

OSERETSKY TESTS OF MOTOR PROFICIENCY

E.A. Doll, Editor
American Guidance Service, Inc.

The Oseretsky Tests of Motor Proficiency is an adaptation of very old tests developed in Russia. In the present form, there are six tasks given for each age (whole years from four to sixteen). The tasks sample general static coordination, motor-speed, simultaneous voluntary movements, and performance without extraneous movements. The test requires twenty to thirty minutes to administer. In its use of age level tasks, it is similar to the Binet. Instructions are given in calculating the motor age.

PEABODY INDIVIDUAL ACHIEVEMENT TESTS

L.M. Dunn and F. Markwardt
American Guidance Service, Inc.

The Peabody Individual Achievement Test is an individually-administered, achievement-screening test in mathematics, reading, spelling, and general information. It requires thirty to forty minutes and uses conventional basal-ceiling procedures. It yields six scores: mathematics, reading recognition, reading comprehension, spelling, general information and total. Norms are given for age five and up as grade equivalents, age equivalents, percentile ranks by age or grade and standard scores by age or grade. The test requires no writing - only oral or pointing responses. The test development process employed is applauded in a lengthy review in Journal of Special Education, Vol. 4, No. 4.

PEABODY PICTURE VOCABULARY TEST

L.M. Dunn
American Guidance Service

The PPVT is assumed to measure recognition (hearing) vocabulary by having a child identify correct pictorial representations (from among four alternative) in a series as the examiner speaks a word corresponding to each picture. It was originally designed to predict school success and results obtained from its use are often taken to estimate roughly a child's "verbal intelligence." Items are arranged from simple to complex. This test is suitable for use with children of preschool age and beyond and is easily administered. Further, the PPVT requires little in the way of special training for scoring and interpretation. In general, the reliability of this test is satisfactory, and scores derived from its use are correlated positively with a wide range of other measures of verbal behavior. Of studies performed to date relevant to the validity of the PPVT for predicting school success, it appears that the test is more effective with children beyond age seven than with those of nursery and kindergarten age. Extensive use has been made of the PPVT for the study of mentally retarded children. (Review is in Evans, p. 339.)

PIAGETIAN TASKS

N. Kohn, L. Kohlberg, R. DeVries
The Cognitive Environment of Urban Preschool Children (Two Volumes)
Graduate School of Education
University of Chicago

Piagetian Tasks have been used in research on the cognitive development of young children. They represent an attempt to assess the child's attainment of stages of development outlined by Piaget. A wide variety of tasks may be used to assess the same developmental stages. The tasks in this collection are a dream interview (testing the child's understanding of the nature of dreams in contrast to "real" experiences), a number-conservation task, a length-conservation task, a liquid-conservation task, a class-inclusion task, and a ring-segment-illusion task. Procedures and scoring criteria are given.

PREPRIMARY PROFILE

H.J. Schiff, M.I. Friedman
Science Research Associates

The Preprimary Profile is a rating form on which the parent describes some areas of his child's experience, for the benefit of his first teacher, to whom he is an "unknown quality." Areas (unnamed on the form) in which parents give information are self-care, classroom management (behavior with peers), skill development (muscular coordination), language development (reading and arithmetic readiness), and previous experience. Ratings are designed to be informative and non-threatening. For example, in the language development area, the parent can rate items such as "tells colors of things" and "tells time" as "not yet," "just beginning," or "very well." Self-care items such as "washes his hands and face" can be answered with "not yet," "needs a lot of help," "needs a little help," and "needs no help." The rating form is called Introduction to My Child. Also available is a letter to parents describing the scale. A review of the test (Journal of Special Education, Vol. 5, No. 1) suggests that, in addition to giving the teacher insight into a child she has not yet encountered, it might also provide a useful forum for discussion between teacher and parent. There are no norms, but a section on "How to Interpret and Utilize Profile Results" is included in the Teacher's Handbook.

PRESCHOOL ATTAINMENT RECORD

Doll, E. A.
American Guidance Service, Inc.

The Preschool Attainment Record combines an assessment of physical, social, and intellectual functions in a global appraisal of children from birth to seven years of age. The Record includes eight categories of developmental behavior: ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity. For each category, there is one item for each six-month age span. The item types, item arrangement, testing procedures, and interviewer qualifications are the same as for the Vineland Social Maturity Scale described later. Mean age for expected performance of each behavior is provided. Total scores may be converted to attainment ages or attainment quotients. No reliability or validity studies are yet available. (Review from Infant Development HSTCR.)

PRESCHOOL INVENTORY

Caldwell, B.
Educational Testing Service

The Preschool Inventory was designed in relation to Project Head Start. Its purpose is to assess achievement in areas regarded as necessary foundations for early school success. These areas have been labeled concept-activation-sensory, concept-activation-numerical, personal-social responsiveness, and associative vocabulary. The Preschool Inventory has been used as a rough diagnostic test; that is, to identify selected "cultural handicaps" and as a gross measure of the impact of Head Start experience on children. Limited norms are provided (based on the performance of children ages two to six and one-half identified as products of "lower-" and"middle-class" backgrounds). Like so many preschool tests, this Inventory must also be administered individually. The reliability of this test appears to meet acceptable standards, although no empirical statement of validity is reported in the test manual. (Review from Evans, p. 340.)

PRESCHOOL LANGUAGE SCALE

Zimmerman, I. L.; Steiner, U. G.; Evatt, R. L.
Charles E. Merrill Publishing Co.

The Preschool Language Scale is designed to detect language strengths and deficiencies. It consists of two main parts - Auditory Comprehension and Verbal Ability, and includes a supplementary Articulation Section. The test is designed for ages one to six through eight. Developmental ages are given for items. From these ages, an auditory comprehension quotient and a verbal ability quotient can be derived, as well as a general language quotient. Reviewers caution against relying heavily on such scores, although developmental ages can be useful for screening. The scale is considered to be a sophisticated, informal inventory. Further information in the Journal of Special Education (Vol. 5, No. 1).

PRIMARY MENTAL ABILITIES

Thurstone, T. G.
Science Research Associates

The S.R.A. Primary Mental Abilities tests are designed to provide both multifactored and general measures of intelligence. The five "primary mental abilities" measured by the tests are verbal meaning (understanding of ideas expressed in words), number facility, reasoning, perceptual speech, and spatial relations. The test requires a little over an hour, and may be given to small groups. It is usually given in two sessions. The perceptual speed test requires timing. The test is given from a test booklet; no additional materials are required. Mental age equivalents for each part and for the total test are given. The test is designed for pupils in kindergarten and first grade, chronological ages 5.0 to 7.6 years.

SCHOOL READINESS SURVEY

Jordan, F. L., and Massey, J.
Consulting Psychologists Press

The School Readiness Survey is designed to help the parent understand the capacities and developmental needs of his child, aged four to six; the items require the child to choose an appropriate picture, figure, word, or symbol, or to answer orally. Subscores are: number concepts, discrimination of form, color naming, symbol matching, speaking vocabulary, listening vocabulary, and general information. S.R.S. is parent administered and paced. The total score and each subscore is related to likelihood of readiness. Suggestions as to how the parent can aid his child, in each area, to be ready for school are included. Cumulative percentage norms for total score and each subscore by sex are available. Test-retest (June/October) reliabilities and correlations of S.R.S. scores with kindergarten teachers' ratings are reported. (Review from "School Readiness" HSTCR.)

STANFORD-BINET INTELLIGENCE SCALE

Houghton-Mifflin

The Stanford-Binet Intelligence Scale in its present version (1960) is a result of successive refinements of the original Binet Scales developed in Frace around 1905. As revised, the Stanford-Binet is composed of tasks which require a variety of responses from children, including the identification of common objects, hand-eye coordination, word definition, practical judgments, arithmetic computations, sentence completion, and problem interpretation. As such, the Stanford-Binet is based on the assumption that samples of verbal and sensory-motor behavior taken from a child of a given chronological age can serve as an indication of the quality or magnitude of that child's underlying mental ability. The Stanford-Binet is suitable with children as young as age two and its norms (1960 revision) extend to age eighteen. The intelligence quotient derived from the use of this scale is strongly predictive of academic achievement, particularly during the elementary school years. Thus, many users conceive of the Stanford-Binet primarily as a measure of scholastic aptitude. Impressive data in reference to the validity and reliability of this scale have accumulated over the many years of its use. (Review from Evans, p. 340.)

STANFORD EARLY SCHOOL ACHIEVEMENT TEST: LEVEL I (SESAT)
Madden, R. and Gardner, E. F.
Harcourt-Brace-Jovanovich, Inc.

The SESAT measures cognitive abilities upon entrance into kindergarten at the end of kindergarten, or upon entrance into first grade. SESAT-I is not a readiness test except in the sense that a grade three achievement test is a readiness measure for grade four. Subtests are: the environment (social and natural environments, social science, natural science), mathematics (conservation of number, space, volume; counting, measurement; numeration, classification, simple operations), letters and sounds (upper case letters, beginning sounds), and aural comprehension (item range from mere recall to adaptations of aspects of logic). The test is group-administered in five sessions and paced. Groups of six or seven per assistant are recommended for beginning kindergarten students and groups of fifteen per assistant for older children. Approximate time for administration is ninety minutes. No special training is needed. Total score and subscore stanines and percentile norms are available. Split-half reliabilities on the subtest are available. No validity studies are reported. (Review from "School Readiness" HSTCR.)

TESTS OF BASIC EXPERIENCES (TOBE)
M. H. Moss
CTB/McGraw Hill

The TOBE indicates how well a child's experiences have prepared him for his introduction to many of the scholastic activities that he will encounter. The TOBE battery is available at Level K for preschool and kindergarten age children, and at Level L for kindergarten and grade one age examinees. Each battery contains the following five tests: general concepts, mathematics (fundamental concepts, relationships, quantitative terms), language (vocabulary, sentence structure, verb tense, sound-symbol relationships, letter recognition, listening skills), science (observations, animals, humans, plants, machinery, weather), and social studies (social groups, social roles, customs, safety, human emotions). TOBE is group-administered and paced. It is recommended that one proctor be provided for each four to six children for preschool and kindergarten groups and one for each six children to ten children in the first grade. Each test requires about twenty-five minutes to give (125 minutes in all). It is suggested that the five tests be given on five different days. No special training is needed to administer the test. The test may be hand scored or a test-scoring service is available if desired. Grade stanine, standard score, and percentile norms are reported for each test. Kuder-Richardson Twenty reliabilities are available. Test-retest reliability studies are in progress. Content validity was studied by use of a validation panel of kindergarten and grade one teachers and the results are reported. (Review from "School Readiness" HSTCR).

UTAH TEST OF LANGUAGE DEVELOPMENT
Communication Research Associates

The Utah Test of Language Development is designed to measure expressive and receptive language skills in children nine months through sixteen years.

The test, which is a scale that has been put into test form, is relatively easy to administer and score. From the tally of correct and incorrect responses, the child receives a language age.

There is reliability data; norms are reported but vary in number from item to item. It takes approximately thirty minutes to administer the test. The examiner must be skills in eliciting optimum language responses from the child.

VALETT DEVELOPMENTAL SURVEY
Valett, R. E.
Consulting Psychologists Press

The Valett Developmental Survey evaluates various developmental abilities of children between the ages of two and seven, to aid in planning individualized learning programs. It consists of 233 tasks in the areas of motor integration and physical development (seventeen items), tactile discrimination (eleven items), auditory discrimination (thirty-six items), visual-motor coordination (nineteen items), visual discrimination (fifty-three items), language development and verbal fluency (thirty items), and conceptual development (sixty-seven items). The Survey is individually administered and paced. Some practice is needed to give the test. Many props, all inexpensive and readily available, are needed. The author considers the Survey incomplete by itself and recommends that it be supplemented with measures of family background, prior learning experiences, and subjective estimates of the child's motivation for learning, social judgment, interests, general adaptivity, and common sense. Age norms for each of the tasks are included. No other psychometric data was provided for review. (Review from "School Readiness" HSTCR).

VERBAL LANGUAGE DEVELOPMENT SCALE
Mecham, M. J.
American Guidance Service

The Verbal Language Development Scale is an extension of the communication portion of the Vineland Social Maturity Scale. It is an informant interview instrument for children from one month of age to fifteen years. It has the advantage of tapping the child's behavior in familiar settings. There are many items for the younger ages (talks, imitates sounds, uses names of familiar objects) and fewer but more complex descriptions for the older years. Definitions of behavior are given in the manual. Half credit is allowed for behaviors that are in an emergent state. Scores may be converted into language age, which has standardized on a sample of 120 normal children. The scale consists of a total of fifty items - six on listening, thirty-one on speaking, five on reading, and eight on writing.

VINELAND SOCIAL MATURITY SCALE
Doll, E. A.
American Guidance Service, Inc.

The Vineland Social Maturity Scale assesses progress toward social maturity, competence, or independence in subjects from birth to adulthood. Items are designed to elicit factual descriptions of the examinee's habitual or customary behavior as an established mode of conduct. The items are arranged in order of increasing difficulty and represent progressive maturation in self-help, self-direction, locomotion, occupation, communications, and social relations. Detailed descriptions of the behaviors tapped by each item are available. The mean age of expected performance of each behavior for normal subjects by total sample, by sex, for feebleminded subjects, and item maturation curves are provided. Total scores may be converted to social ages or social quotients. The Scale is scored on the basis of information obtained in an interview with someone intimately familiar with the person scored, or the person himself. The interviewer needs practice and experience in the techniques involved. Illustrative interviews with subjects of various types and ages are available. Test-retest reliabilities, comparisons of social age and social quotients with chronological age and item validation studies with normal and abnormal populations are reported. (Review from "Social Skills" HSTCR).

WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST

Walker, H. M.
Western Psychological Services

The Walker Problem Behavior Identification Checklist is a quick way to identify children with behavior problems. It consists of fifty items which are checked as present or not in the particular child. It can be filled out by anyone familiar with the child. The items form five scales: acting-out, withdrawal, distractibility, disturbed peer relations, and immaturity. Certain items might be chosen as indicative of a particular problem of specific interest to a program, e.g., "is listless and continually tired" or "stutters, stammers, or blocks on saying words." Cut-off points for disturbance are included, but norms are given only for grades four, five, and six. Items are appropriate for preschoolers, but centers would probably want to set up their own scoring systems. TADS has many checklists.

WATSON AND PICKLES SCALE FOR RECEPTIVE LANGUAGE

Ewing, A. G.
Educational Guidance and the Deaf Child, by A. G. Ewing

The Watson and Pickles Scale for Receptive Language assesses the child's ability to comprehend and express spontaneous speech. It should be completed by someone who knows the child well, but a parent will probably require that a professional interpret the items. The Scale covers the first three years of language development, with items listed according to increasing sophistication. Sample items are "attends purposefully to speech but shows no evidence of comprehension" and "understands speech with situational guidance." The rater is asked to describe or explain, or give examples for most items. There are neither scores nor norms; rather the scale gives an indication of the child's expression and how he indicates comprehension. The test is described in the CID bibliography.

WIDE RANGE ACHIEVEMENT TESTS

Jastak, J.F. and Jastak, S.R.
The Psychological Corporation

The Wide Range Achievement Test measures achievement in reading, spelling, and arithmetic from preschool through adulthood. Age norms are given for ages five and up. Scores are given in grade equivalents, standard scores, and percentiles. The reading subtest consists of recognizing and naming letters and naming words. The spelling subtest consists of copying marks reselbling letters, writing the name, and writing words to dictation. The arithmetic subtest involves counting, reading, number symbols, solving oral problems, and performing written computations. The three subtests take twenty to thirty minutes.

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State of Illinois, Superintendent of Public Instruction (Now Illinois Office of Education). Systematic Instruction for Retarded Children: Illinois Program, Part IV, Motor Performance and Recreation Instruction. (This is at SIU Library. Has a section on teaching music to TMH children that could apply to preschool EMH and LD as well.)

RECORDS:

American Folk Songs by Pete Seeger. Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514

Anything by Hap Palmer or Ella Jenkins.

Basic Songs for Exceptional Children: Volumes 1, 2, 3. Concept Records. Available through Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514.

Rhythm and Game Songs for the Little Ones by Ella Jenkins. Available through Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514.

This is Rhythm by Ella Jenkins. (Record for preschoolers; comes with a book.) Available through Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514. ($6.98 for record; $3.25 for book)

Songs for Children with Special Needs: Volumes 1, 2, 3. Available through Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514. (Goes with songbook of same title by Cole)

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Academic Therapy

American Annals of the Deaf. Directory of Services for the Deaf in the United States. Gallaudet College, Washington, D. C. 20002. A comprehensive listing of schools, clinics, instructional materials, conferences, agencies and organizations for the deaf.

American Journal of Mental Deficiency

American Journal of Orthopsychiatry

Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D. C. 20016. Publishes material related to theory, curriculum and methods in early childhood education. Write for a listing.

Bank Street College of Education Publication, 69 Bank Street, New York, N.Y. Publishes material related to more aspects of early childhood education. Write for a listing.

Child Care Quarterly

Child Development

Child Welfare

Childhood Education

Children

Children's House

Day Care and Early Education

Developmental Psychology

Early Child Development and Care

Early Childhood Education

Education

Educational Horizons

Exceptional Children, Vol. 37, No. 9, May, 1971. The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, VA 22202. This Journal, issued monthly, is an excellent informative source on special children. This particular issue is devoted to "The Exceptional Child's Early Years." In addition to many articles on exemplary preschool programs, it contains a directory of resources on Early Childhood Education which lists and describes model preschool programs, agencies and organizations concerned with early education and major publications with interest in the education of young children.

Genetic Psychology Monographs

Human Development

Interchange

Journal of Clinical Psychology

Journal of Consulting Psychology

Journal of Educational Psychology

Journal of Learning Disabilities

Journal of Nursery Education

Journal of Research and Development in Education

Journal of School Psychology

Journal of Special Education

Merrill-Palmer Quarterly

Monographs of the Society of Research in Child Development

National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D. C. 20009. Publishes a journal and many materials relevant to early childhood education. Write for a listing.

Pediatrics

Phi Delta Kappan

Psychology in the Schools

School Review

Sociology of Education

SPATE

The Educational Forum

The Exceptional Parent Magazine. Practical Guidance for the Parents of Exceptional Children. Boston: Psy-Ed. Corporation. A new magazine that will be of interest to anyone concerned with special children. It deals with special problems from the parents' point of view, provides technical information stripped of professional jargon and practical advice on day-to-day care. Published 6 times a year; subscriptions are $2.00 a copy; $12.00 a year. Write the PSY-ED Corporation, 264 Beacon Street, Boston, Mass. 02116.

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Brian Edwards. Busy Fingers Book of Games to Make and Play. For publisher, see above. $3.95 This is very similar to the book above and is an enjoyable book for both children and parents.

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Cole, Haas, Heller and Weinberger. *More Recipes for Fun*. $2.00 For publisher see above. This is a continuation of the first book and offers a wide range of indoor and outdoor activities. These include: back to school, indoor crafts and games, discovery, outdoor crafts and games, and newspaper fun. It is written for children from 3-11.

Cole, Haas, Heller and Weinberger. *Recipes for Holiday Fun*. See above. $2.00 This book is filled with ideas for holidays and includes games, crafts, gifts, decorations and food.

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